

ATHLETIC

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Technique and Fundamentals
of Pitching
Frank G. McCormick

The Technique of Batting
and Bunting
Guy S. Lowman

School Athletics Become
Increasingly Valuable
Gordon R. Fisher

JOURNAL

YOUR PLAYERS' EQUIPMENT



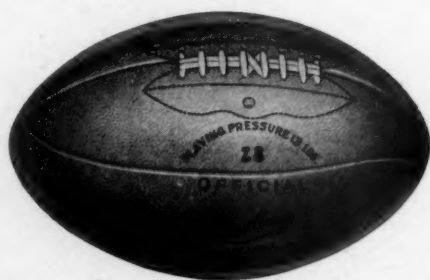
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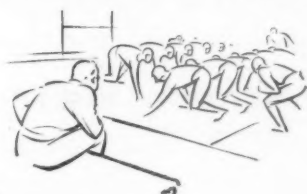


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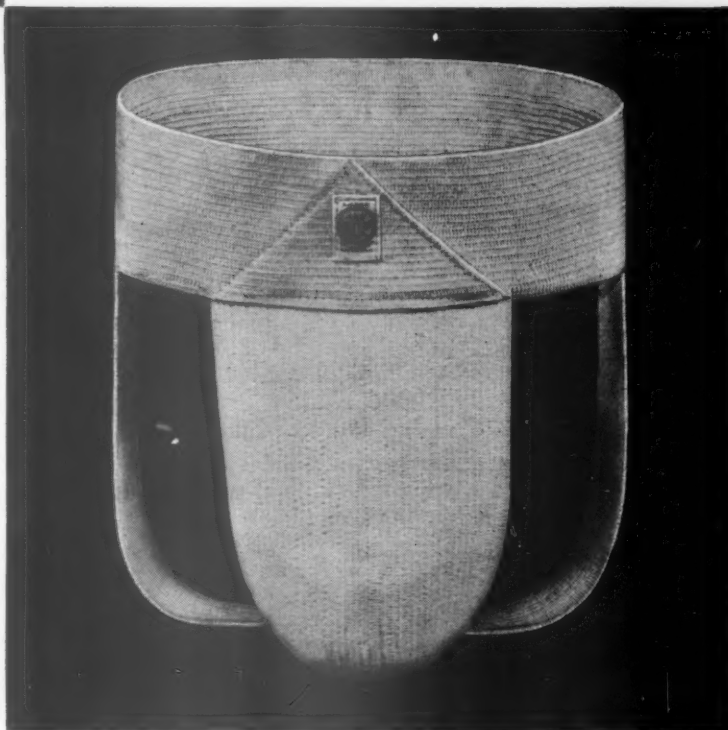


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The ATHLETIC JOURNAL

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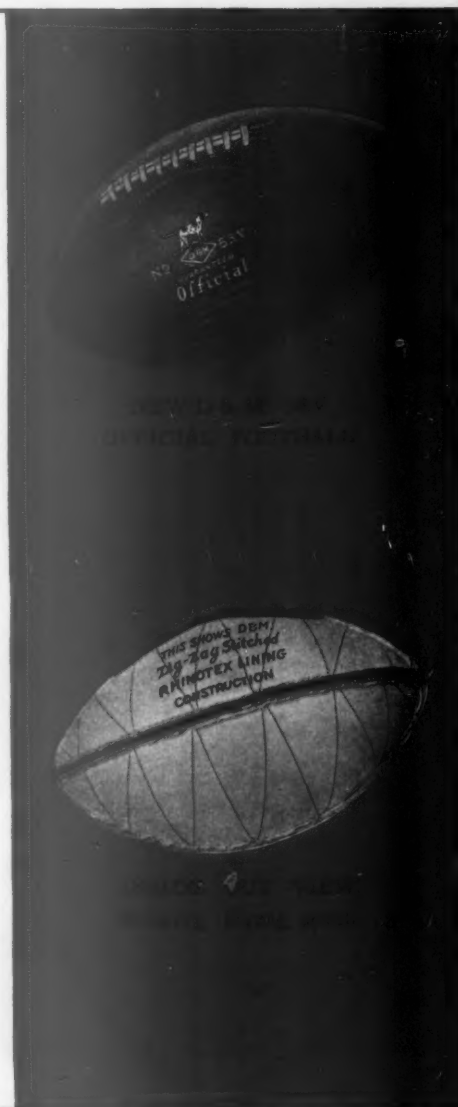
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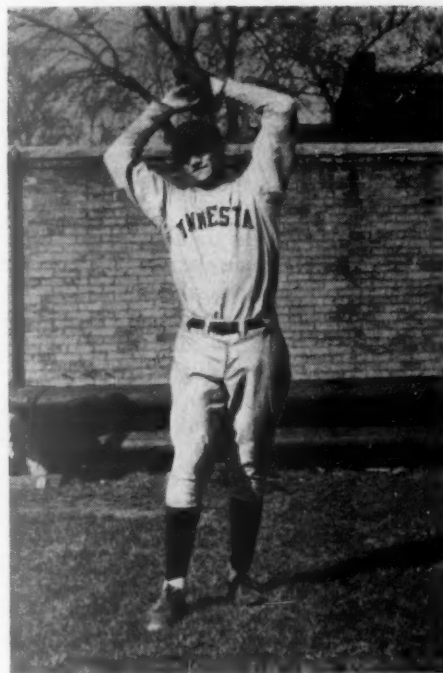
Technique and Fundamentals of Pitching

*Delivery, Fielding
and Battery Strat-
egy Explained by a
College Coach*

*By Frank G. McCormick
Director of Athletics
University of Minnesota*



Shelso, Minnesota pitcher, in position taken for his move with men on bases.



This photograph illustrates the wind-up used by Abbott, Minnesota pitcher

BASEBALL is an American developed game which had its ancestry from English roundy. It is often said that America and baseball met at an early age and grew up together. The game originated in the United States in 1831, and the first rules of the game were published in 1845. Baseball in the early '60's was played in New York and New Jersey. During the Civil War it became the favorite pastime of the soldiers in the Northern and Southern army camps, and after the war the soldiers spread baseball throughout the United States. Because of its popularity with the players and spectators, and because of the numbers playing it, baseball is our national pastime.

The only outstanding change in baseball rules since 1900 was the elimination of certain deliveries by the pitcher, a change made in an attempt to put into the game more hitting and scoring. However, in high school and college baseball the success of a team is 75 per cent dependent upon good pitching. Because of the great importance of securing good pitching, it is necessary for coaches to concentrate on getting the best possible men and to spend most of their time in developing a pitching staff to a high degree. I will discuss the technique and fundamentals of pitching.

Certain types of men who are big and rangy, with strength and endurance, are better qualified than small men if they have equal physical co-ordination, intelligence, courage, determination and confidence. The most important qualification of all is a good throwing arm, and it is well for every coach to try every man for pitching who has an outstanding arm.

There are three forms of delivery: overhand, side-arm and underhand. The overhand delivery is the most effective for the reason that it is the easiest to control, and control is even more important than speed or curves. It is one thing in pitching that can be acquired by practice. The side-arm delivery is next in effectiveness, and the underhand least effective as it is the most difficult to master. It is well then to adopt the overhand delivery if it is not unnatural.

The pitcher must develop two moves: one for use when there is no one on base and the other with men on. Without men on, the pitcher can develop a wind-up with a free and easy motion, pivoting back enough to hide the ball from the batter until just before it is released. He should work on this wind-up until he is able to master his control; this is done by securing perfect balance of body and releasing the ball from the same position on all throws. With men on bases, it is essential to learn

a move to release the ball without allowing the base runner to secure a large lead. This is sometimes known as a balk motion and it is developed by moving the foot, knee, leg, hip and shoulder in such a manner that it will not be called a balk by the umpire, but that will confuse the base runner as to when the ball is to be delivered to the batter. A pitcher should be given a great deal of work with this latter move in his warm-up practice so that he will master control of this delivery.

As soon as the pitcher delivers the ball, he becomes an infielder. He should bring his free foot to the ground as soon as possible after delivery is made, with his feet parallel so that he can move in either direction for a batted ball. A great deal of practice is necessary in fielding ground balls on both sides of the box, but mainly on the third base side. It is essential for the pitcher to develop accuracy in throwing to the bases, the best throw being an overhand throw. A very important feature in throwing to first base is to have the first baseman make a target to the second base side so that the throw will not interfere with the base runner. On all ground balls hit to his left, the pitcher should cover first base and practice receiving throws from the first and second baseman. He is also chargeable with the

duty of being prepared to cut off throws from the catcher on a double steal with base runners on first and third and to cut off throws from the outfield to home in an effort to trap base runners.

To be able to pitch nine innings at top speed a pitcher must be in perfect physical condition. It is often said that if a pitcher's legs are in good condition his arm will take care of itself. For the development of his legs, he should be given a great deal of work, such as running, pepper games and chasing balls in hitting practice.

Great care should be taken during warm-up periods. The pitcher should start slowly, not less than sixty feet from the catcher, and increase the speed gradually until his arm is thoroughly warm. Then he should throw at top speed for control. Curve balls should not be thrown at top speed even though the pitcher is warm until he has tried a number of them at a slow speed. In any delay in the game, the pitcher should keep warm by throwing to the catcher or first baseman. However, he should conserve his energy at all times, stay up on the mound and be careful not to pitch so fast that he becomes winded.

When the pitcher has thoroughly mastered the fundamentals of pitching, he still has another outstanding duty to perform and that is battery strategy. It is true that a catcher calls for most of the balls thrown, but the pitcher should be thinking of the weakness and strength of the batter hitting against him, as two heads are better than one. Battery strategy is usually termed as the pitcher's ability to outwit batters and base runners, that is, discovering and taking advantage of batter's weaknesses, outwitting the offense and holding the base runners on. Control is the most important attribute of battery strategy. A batter's weakness is of

no value unless the pitcher can take advantage of his knowledge by being able to deliver the ball where he wants it. The pitcher can size up a batter when he comes to the plate, determine whether he is nervous or confident, slow, quick or strong, his position in the batter's box, the preliminary movement of his bat and the position of his hands. When pitching, the pitcher must watch where the batter steps, his length of stride, the swing of the bat, whether it is too late, too soon, with a dip down or up, or horizontal.

There are certain weaknesses of batters: A fast ball inside across the letters, a curved ball low on the outside corner, a

ball to the outside if a man steps away, and a high ball if the batter drops the end of his bat. Left-handed batters are usually weak on balls pitched as follows: A fast ball on the outside corner either high or low, a curved ball on the inside corner knee high and to the inside corner across the letters. When a man swings hard he is usually weak on curved balls or a change of pace, and a switch-over, right-handed hitter to the left side is usually weak on a curved ball. A good general rule to follow is to pitch opposite to where the batter hits naturally; that is, if a right-handed hitter hits to the left field, the pitcher should work to the outside; if he hits to right field, the pitcher should work to the inside. He should use the reverse of this plan on left-handed hitters.

In conclusion, there are some general suggestions to pitchers that will sometimes help them when they are in trouble. If you are pitching to one side, it is a good rule to move your catcher over farther to the opposite side. If you are having trouble with your control, change your position on the rubber and pitch from a new spot. Don't put all you have on the first two or three balls to start a game. The first duty is to locate the plate and to get the first batter up. Try to keep the batter under pressure by pitching a strike on the first ball and keep the batter hitting from a hole. Pitch as few balls as you can to each batter. Try to make the batter hit at bad balls; let your team mates help in retiring him. When you get two strikes on the batter, "go get him." Give him nothing good. Try to strike him out. Don't get careless with weak batters or relax toward the end of the game even though you are ahead. Be confident and relaxed. Inspire confidence in your team mates. Never lose confidence because of an error, but pitch harder to the next batter.



Frank G. McCormick

Batting and Bunting

Notes from the Files of a Baseball Coach

Batting

A. GENERAL CONSIDERATIONS.

1. Batting and base running are considered the offensive side of the game. Give lots of practice in them. Three-fourths of the practice time should be given to batting and one-fourth to fielding and other work.

2. Best practice is with the pitcher in the box and a catcher behind the plate.

3. If impossible to use regular batteries for all this work, put up three or four screen backstops with hoods; use scrub pitchers or men who are not regulars to

throw for this work. However, a portion of the time each day should be given to hitting and to bunting from the plate, using a catcher.

4. Base running may be developed in connection with this hitting work from the plate by running out hits to first base; then going to second or all the way around. Finish up with bunting and beating the bunt to first base. Time your men going down; develop speed in getting away from the plate.

5. It is not good policy to put your speed ball pitcher or a wild pitcher against your men in early season batting practice. If the pitcher is too good for the batter, the batter loses his confidence and nerve. Confidence is a great factor in batting. It is what you want to develop in men in this early season work. A new man who is naturally a little timid or nervous at the plate will never develop confidence against a wild pitcher.

B. FUNDAMENTALS IN BATTING.

1. See that the batter watches the ball all the way up to the plate—in early sea-

By Guy S. Lowman
University of Wisconsin

son that he looks the first one over. A common fault of batters is to watch the ball about half way to the plate; then put everything into the swing. Green batters as a rule take their eye off the ball too soon, being too easily fooled in the pitcher's delivery, i. e., on a cross-fire or side-arm delivery. Tell your men, "Don't try to outguess the pitcher; keep your eye on the ball."

2. Instruct your players to hit at good balls only. A man will never learn to hit if he swings on everything. Men must be cautioned continually on this. It is a good fault to be a good waiter. Don't be too free to criticize the boy for letting a good one go by. Men who have a tendency to swing at wild pitches should be made to wait; not allowed to even take a wiggle at the ball. This type of man may often be helped by being put up to the plate while a pitcher is warming up, merely to look at the ball.

3. The batter should not swing too hard. The hard swing takes the batter's eye off the ball, jars his vision, causes him to step away, places him in an awkward position for getting away from the plate. The batter should never swing completely around; the loss is about two strides in getting under way to first base. A swing through a 220 degree arc is sufficient.

4. The batter should not step too soon or too far. The batter who over-strides cannot recover for a quick start to first base. His vision is not in the plane of the ball; he will be hitting in a lower plane. He loses the power of getting his shoulder behind the swing, and will be waving at the ball. He will be in no position to recover if the ball comes close or wide. The step and the swing should come more nearly together. As a rule, men who step too soon step too far. They are more likely to pull away. This is especially true of a man who steps when a pitcher starts to wind up or draw back for his delivery. Pitchers do not worry about the man who steps away or continually steps in, but about the man who steps straight ahead and times his step and his swing.

5. The batter's elbows should be kept away from his chest. He should develop a free, easy swing. His elbows should hang naturally so that they may swing freely and easily. Wrists, forearms and shoulders must all get into the swing.

6. The batter should not point the bat at the pitcher. The stroke should start back of and in line with the shoulder. The player should develop a smooth level swing in a plane parallel with the ground. He might, however, "golf" a low ball.

7. The batter should meet the ball in front of the plate (except on outside corners).

C. THE BATTER.

1. The stance at the plate varies with different batters. Let a man keep his natural position; don't change him if he is hitting. As a rule, a free hitter stands with feet fairly close together. SPREAD

STANCE is best. The weight should be evenly distributed, knees slightly relaxed, but no crouch, side toward the pitcher, body upright, well-balanced, alert. Some batters stand at a 45 degree angle facing the pitcher. If the batter drops the shoulder he will be hitting up; the shoulder should be held in the same plane.

2. Distance and position in relation to the plate—This should not be too close; not too far away. The batter should take a position where he can meet anything that goes over the outside corner. The position in the box should be about opposite the back point of the plate; farther back toward the end of the box if against a speed ball pitcher; up to the front of the plate if against a slow, curve ball pitcher.

3. The bat—The batter should make his own choice. The bat should not be too light for a man with heavy shoulders. Too

THIS article, which consists of notes selected from the files of a successful baseball coach, should be especially helpful to the younger coach because of the personal nature of these notes. The outline form in which they are written makes reference to them a simple matter.



G. S. Lowman

light a bat will cause a man to swing too early. The bat should not be too heavy for a light man. The average weight bat for a college man should be thirty-five to thirty-seven ounces; some men can swing a thirty-nine ounce bat. The bat should have average length. A fairly thick grip, going out full all the way, is best for curve ball hitting.

4. Grasping the bat—The bat should be grasped one or two inches from the end. The hands should be together. If the bat is caught out at the end, in early season at least, the batter will be dipping his bat and hitting under the ball. The batter should not grasp the bat too tightly, but be relaxed.

5. Holding the bat and the swing—The bat need not necessarily be held on the shoulder, but in a free, easy position in front of the body, shoulder height. The stroke should start from behind the shoulder. The back swing should not be too abrupt, but come back easily as far as the forearm across the chest will permit. The three-quarters swing is enough. The batter should take a good firm cut at the ball and follow through. He should not take too many "waggles" or swings of the bat before taking the full back swing. These are no good against a speed ball. The ball is likely to be pitched when the batter is not ready.

6. The step and the swing on different balls—All balls that come down the "alley" should be met ahead of the plate. The step is merely a slip of the foot, which should be barely raised off the ground. In proper timing, the bat meets the ball just as the forward step is being completed. This gets the shoulders behind the swing and gives power. On all balls down the "alley," the batter should step straight to the front toward the pitcher. On an inside ball, the batter is justified in stepping away a little, but must meet the ball early ahead of the plate. On an outside corner, the batter should step in a little, stiffen the arms and wrists a little, and not try to follow through. The batter should be unconscious of his swing. He should have in mind an imaginary spot where the bat is going to meet the ball.

D. PLACE HITTING.

This has no place in college ball. It depends upon the position of the feet at the plate, kinds of balls, different swings, etc.

1. Position of the feet—If a position is taken facing the batter, or with the front foot pointing away from the plate, the batter is apt to pull the ball to left field. (Right-handed hitter.)

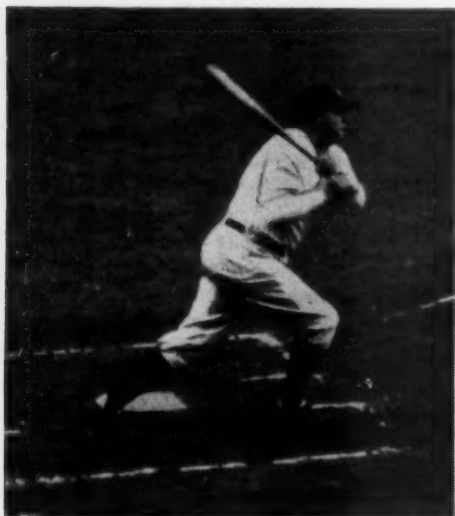
2. If a position is taken with the side well toward the pitcher and the toe of the front foot pointed well in toward the plate, there is a possibility of turning the ball more toward right field. (Right-handed hitter.)

3. On an inside ball, by stepping away and swinging a little early, the batter may pull the ball to left field. (Right-handed hitter.)

4. If the ball is down the "alley," the ball should go to center field if met ahead of the plate with the arms pushing on through.

5. On a ball to the outside corner, if the batter stiffens the forearms and wrist a little and makes the swing stop on the outside corner, without trying to follow through, the ball should go to right field. (Right-handed hitter.)

6. If a right-handed hitter wishes to hit an inside ball to the opposite field, he should step back and out with the rear foot, meeting the ball a little late, or take a stance with the toe of his back foot pointed more toward the catcher.



"Babe" Ruth's follow-through. His bat has just connected with the ball and Ruth has started for first base

7. A half swing on the ball may also be used in an attempt at placing the ball.

NOTE: I would not stress methods of place hitting with college men, but all should know, of course; in a measure what direction the ball is apt to take with reference to type of ball pitched, position at the plate, timing of the swing, etc. It is not well for a batter to be a one field hitter; stress hitting outside balls without follow-through.

E. HOW TO REMEDY FAULTS IN HITTING.

1. Stepping away—This is a mental attitude. Put it up to the individual. Will power must be brought to bear. Don't permit the batter to swing on any inside balls. Put up a pitcher who has control; have him work the outside corner continually. Work with the batter on stepping in and meeting the ball on the outside corner with no follow-through. Build a box if necessary out of 2 by 6 material, 40 to 44 inches long, 16 inches wide. Set this in the batter's box; keep the batter inside this box where he cannot pull away. The best method, however, is to bring the will power to act, develop confidence, and use a flat-footed stand. Change a man from a right-handed to a left-handed hitter, or vice versa.

2. Stepping too soon and too far—Have the batter take a flat-footed stand,

or a spread stance. Permit no stride and have him watch the ball more carefully. Almost all striding is done as the pitcher winds up. Show the value of the step and the swing coming together. Build a box similar to that suggested in No. 1 above, if necessary. A heavier bat might help to correct this fault.

3. The double swing and hugging the chest with the elbows—Have the batter bring the elbows out from the chest, with a free, easy swing of the forearm in a parallel plane on a line with the shoulders. He must not grasp the bat too tightly. As a last resort, have the batter take his position with the bat and arms at the back point of the stroke. Another method is to have him place the bat on the shoulder.

4. Hitting from the heels—As a rule, this is caused by too much weight on the back foot, and results in dropping the point of the rear shoulder, striding too far, or letting the ball crowd the batter. Remedy: Have the batter take a spread stance, with the weight on the forward foot, keeping the shoulders in the same plane, meeting the ball early. Have him take a good firm cut at the ball, not just a peck at the ball. All this has a tendency to get the weight forward.

5. Dipping the bat and swinging up—This is usually the practice with wrist hitters and is caused by a bat that is too heavy, that has too much weight out on the end. Remedy: A lighter bat, choking the bat slightly, a bat that comes out full all the way to the end, not a bottle-neck bat.

SUMMARY ON HITTING. A good swing is the thing, although many poor hitters have good position and swing. Don't be too set in your methods or the form that you desire. Many variations in style are possible and all are good so long as they include balance, alertness, a snappy wrist swing and follow-through, with a stride that is well timed and clean cut. The rest is practice!

Bunting

A. KINDS OF BUNTING.

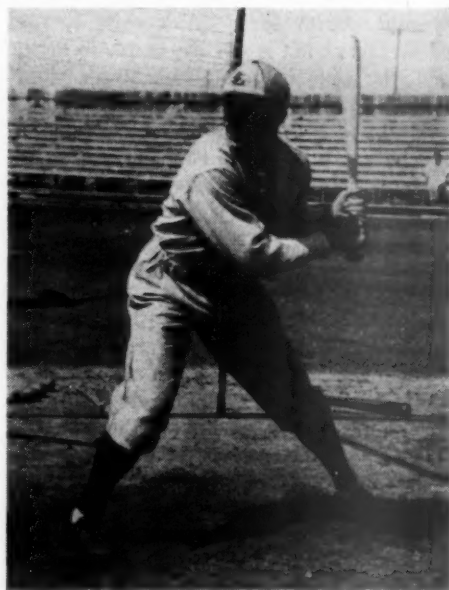
1. The sacrifice bunt—Its purpose is to advance the runner. The batter should get into bunting position early—out in front—be waiting for the ball. Just as the ball is going to leave the pitcher's hand he should move the right foot (if a right-handed hitter) a little nearer the plate, slightly facing the pitcher so as to get in behind the ball a little better, body inclined forward from the waist, forearms extended but parallel with the ground. He should be waiting for the ball, concentrating, making every effort to set the ball down on a sacrifice. He must not try to get away from the plate too fast. It does not matter if the batter is out; the object is to advance the runner. "Bunt only at good balls," is a warning that must often be given to players.

2. Bunting for base hits—This is the same as No. 1 in principle, but the batter must disguise his intentions longer; then

bunt quickly, getting away from the plate with speed.

3. The running or drag bunt—This is used mostly by fast left-handed hitters. The batter starts for first by stepping out and away with the right foot and bringing the bat around and down at the same time. He pivots on the right foot, throwing the left leg across in front and getting under way. Some men become so good at this that they can almost toss the bat at the ball. In the case of a left-handed hitter and an outside ball, the batter should exaggerate bunting the ball close to the third base line. If it should go foul, the batter still has a chance to hit; if the ball should remain inside close to the foul line, the chances are much better on beating it out. In the case of a left-handed hitter and a ball on the inside, the batter should take a step out and away and should bring the left hand around and pull the ball with him down the first base line.

4. The push bunt—In this the ball is met lightly by the bat and pushed by the pitcher or third baseman if these men are coming in fast. It should be pushed through between the pitcher and the third baseman if on the third base side of the diamond, but the best place for the push bunt is on the first base side about fifteen feet to the pitcher's left. If the pitcher is coming in fast, and the second baseman



"Goose" Goslin about to meet the ball

playing deep, the first baseman will have to cover the bunt. The batter has a good chance to beat it out. He might use this push or long bunt on a plain sacrifice. There will then be a chance of two men being safe.

B. FORMS IN BUNTING.

1. If the batter is a right-handed hitter, one bunting method which is the most common is to slide the right hand to about the trade mark, keeping the thumb over and on top, palm toward the bat, fingers under to carry the weight of the bat. The bat is gripped firmly. The hand at the

end of the bat remains stationary, or it may slip up the bat a couple of inches; it should be relaxed.

2. A second method is to slip both hands to about the middle of the bat. In this form the bat is grasped more firmly, fingers gripping around the bat, the ball meeting the bat a little farther along beyond the hands. Either method, one or two, is good. The majority of men, however, use the first method. I have found the second method, shifting both hands to the middle, the best for the push bunt. With this method the batter can control the bunt better. If, however, this method is used for a sacrifice, the man will have to stand with the back foot near the plate.

3. A third method is that of shifting the feet into a position facing the pitcher. The position of the hands on the bat and the position of the bat is the same as in No. 1. This third method is very good on an inside ball, but I rather discourage it, for college boys are too prone at all times to be stepping away. It might be a little more accurate, however, on setting down a bunt on an inside ball.

4. Some men, particularly professional players, bunt well without shifting hands on the bat. I would hardly recommend this for college men.

C. FAULTS IN BUNTING.

1. Bunting with the bat too close to the body, arms bent.

2. Coming into position too late, not being out ahead in time—This fouls the ball

off because the batter meets it going into position. In other words, the bunt is following the stride.

3. Not taking a short step—The body is tilted backward from the hips and the bunter comes up under the ball. This results in foul balls and a poor position to start to first base. The step should be short, the bat out ahead, arms extended, weight forward from the hips, the man concentrating on the ball. The man who bunts flat-footed or from position, sitting back on his heels, is too prone to come up under the ball.

4. Stride too long—This leaves the bat too close to the body, and the weight too often back; it gives poor opportunity to control the ball and poor position to start to first.

5. Gripping the bat too tight with the hand at the end of the bat—The result is a bunt that is too hard. The wrong position of the hand which has moved up the bat may give the same result.

6. Attempting to meet the ball before proper form is learned; also, drawing the bat too much—After a man has learned his form, these practices may be all right. But I believe that a man should learn his form, come into position early, have the bat ahead first, and dead. He should let the ball hit the bat. The bat should always be in a plane parallel to the ground. Later, men may be taught to rotate the bat downward just a little as the ball is met,

or draw the bat a little, or meet the ball just a little. Don't worry too much about placing the bunt until a man has learned his form.

7. Wrong methods in attempting to place the bunt; i. e., over-exaggerating the use of one hand or the hand up the bat in shifting the angle of the bat—The angle of the bat determines the direction of the bunt, and both hands should be used, forearms extended. If the bunt is to be down the first base line, the bat should be held more at right angles to the third base line; the batter would be justified in stepping away just a little.

SUMMARY ON BUNTING. The man may bunt either from position or with a step or shifting of the feet. The position of the hands on the bat will also vary with different individuals. The whole principle in bunting is the same as putting the hand out over the base and touching any ball that comes over. The hitter should get the bat out, be there first, concentrate on the ball and get the ball on the ground. He should keep the bunts away from the pitcher. In early season, draw a semicircle with a six foot diameter in front of the plate; stress upon your men that if they set the ball down about on that circle the ball will roll far enough. Bunting is a good offense against left-handers and pitchers who cannot field. It is good to use in pulling the unexpected; good when one run is needed.

What Can Coaches Do to Make Track Meets More Interesting?

By John L. Griffith

I SUPPOSE that an ideal situation in college athletics would be one in which each boy would buy his own equipment and pay his own expenses to lesser games—in fact, pay for the entire cost of his athletic experience. That is a situation that endures in some of the English universities and colleges where the undergraduates are from the better class of families and the boys have the money with which to do these things. Some of our people hold up that English ideal before us here, forgetting that we are in a democracy, that the great majority of our boys are from poor families and that if we held to the English idea only the sons of wealthy men would be able to engage in college athletics.

Since we have our own peculiar situation in America, this financial problem is an important one, especially at the present time. I estimated the other day that,

THIS discussion on the conduct of track meets was originally delivered as a speech at the annual meeting of the National Collegiate Track Coaches Association, June 9, 1932, at the University of Chicago. This speech and a clinical discussion of the technique of the discus, high jump and high hurdle forms, in which the outstanding track coaches of the country took part, has been published in mimeograph form. A copy of the forty-four page report may be secured by forwarding the sum of \$1.00 to Larry Snyder, Track Coach, Ohio State University, Columbus, Ohio.

in our Western Conference, the ten universities have paid approximately a million dollars of football profits for the support of track. That was possible in the days when football was attracting tremendous crowds, but, as you know, football receipts

have fallen off. I think that this is a matter that concerns all of us who are interested in the other sports as well as football.

In this connection I have recently read a number of statements made by men who are interested in this very important problem of reducing the cost of government. These men have called attention in their articles to the fact that the cost of education has been unduly high. They point to the fact that we have built stadia and have maintained big athletic spectacles. They suggest that the cost of these enterprises has been assessed against the taxpayers. This may be just a little aside from the topic, but I think that it is important to explain to our people that this is not true.

Of course, we know that our intercollegiate athletics and, for the most part our interscholastic athletics have not been paid

for out of tax moneys but have been paid for out of gate receipts. I asked a man at the head of the Chicago public school system how much money was appropriated from taxes for the support of interscholastic athletic programs in the city, and he said, "Not a dime." I was talking with a high school man from one of our best suburban high schools the other night and he said that the taxpayers and the school board did nothing at all financially in the way of supporting the interscholastic program. We know that that, of course, is true in our college athletics. We have built our stadia and we have maintained our programs very largely out of gate receipts.

In making this study, I estimated that in the Western Conference in the last nine years football has earned approximately fifteen million dollars more than the cost of maintaining football, and that over fifteen million dollars has gone into the athletic plants and has been used in paying the deficits of the non-productive sports. Last year I made a budget study in the Conference, and I found that the ten universities paid a deficit of \$127,000 for track. Those figures form the basis for this discussion.

If the football earnings continue to drop off, how are we going to maintain track and the other non-paying sports? I feel that this is a matter that concerns all of us who believe, as we do, in the values of track and field.

First, may I suggest that it seems to me that one of the outstanding things which the depression has brought out has been the loyalty of the track coaches toward the sport and the extremes to which the boys will go in order to compete in these various meets. Some boys, nearly a thousand miles away from a certain meet, hitch-hiked their way. The boys love to compete in meets, and the coaches have bent every energy toward seeing that these meets are carried on. It would be interesting to know how many coaches brought their boys in their own automobiles to recent track meets. That is one of the fine things that has been proved: the loyalty of the track men to their own sport.

What can we do to make the sport more interesting? We are faced with this practical financial problem. I have nothing new, I am sure, to suggest.

I spent about twenty years on the coaching end of track and I saw the sport from that angle. In recent years I have been sitting up in the stands, and I think that I have got a little different slant on track meets from that which I had when I was coaching.

First of all, one thing that interferes with the pleasure of the crowd is the fact that the officials invariably crowd on the track in such a way that spectators cannot see the finishes. There is confusion there that is very annoying. I do not know how that can be done away with. Track has

been one of our social events, in a way. We do not pay our officials in track. Men are often picked to officiate because they are friends or good fellows. We cannot order them around and make them stay back; consequently, this is one of the problems in connection with every meet that I attend: How to keep the great flock of officials from obscuring the view of the people who have paid for tickets to watch the finish of these races.

In football, the officials are paid, they are fewer of course and they are more under control.

The second point is that in practically every meet the athletes who are not competing rush down to the finish line and obscure the view of the spectators. It used to be true in the early days in football that the substitutes would run down to the end of the field to watch the play when a touchdown was being attempted; and then they would rush up to the other end when the ball went that way. We do not have that situation now. The substitutes are controlled. However, the men are not controlled in track, and I will venture to predict that in your next meet you will see the usual flock of non-competing athletes out there getting in the way of the people who have paid to see the meet. That is a matter of control that coaches and the committee managing the meet should keep in mind.

The biggest problem, I believe, is this, and I do not know of any way to correct it. None of our fields were built for track. I do not know of a single stand anywhere in the Middle West, or anywhere else, in fact, where spectators can sit and see the start of a 220-yard dash up the straightaway and watch the men all the way down when the crowds stand up. The fact is that spectators see the men come into view down the track a little way, and then they see the finish. That makes the man in the stand disgusted. The chances are that the next time there is a meet he will go out and play golf; and he will not spend his money for track.

I do not know of any way to correct that situation; but I do know that it is true. Sometimes the spectator can stand on the seat in front of him and by getting on his tiptoes he can see a good part of the race, but that is not usually the case.

In publicity, I believe that we can make some improvements by advertising the men who are expected to star. I suggested to some of the men in charge of the Drake Relays a couple of years ago that they publish a form chart the day of the meet. Bert McRae has been doing that for a year or two, and I think that it adds a great deal of interest when we can see that certain men have a chance to win the 100-yard dash. Here is So-and-So and Such-and-Such with their previous records. We go out to look for some of these men. This publicity adds a great deal of interest

for the "champion" fan who is not an expert on track and who does not derive much pleasure from it when he does not know who is running.

It is probably unfair to the competitors to try to run the meets off much faster than we now run them off. Our spectators have been, in a sense, spoiled by going to the relay meets where a race is run off every ten minutes at least. They are spoiled, too, because they have been watching football, baseball and basketball, where there is something happening all the time. There are only a few sections of the country where the people have been educated to the stage that they appreciate the fine points in most of the field events. Perhaps we can do more than we have done to create an interest in the field events.

I have lived in the Middle West all my life and I do not believe that we are making much progress in track popularity. I have studied the returns from Conference meets over the last twenty-five or thirty years, and I cannot see that we are getting better crowds as we should be getting better crowds. Even in the fat years when the people were pouring out their money for football and basketball and other things, crowds were not big at our Conference track meets, and we have held them in a lot of different places.

There are some centers that are good track centers. Some places are good soccer towns (St. Louis, for instance, is a great soccer town), some are good prizefight towns and good wrestling towns, and there are some where track meets will draw better than others. It is not necessarily in larger cities where the track meets will draw the best. I believe that when crowds turn out it is because the people have been educated to a point where they really appreciate track. Iowa is a good track state for the reason that 'way back about thirty-five years ago the state meet was started. There was a committee of four or five men who took a great deal of pride in building up that interscholastic state meet. The result is that we can get a bigger crowd for a Conference meet held at Iowa City than we can for one held at some of the places of the Conference having a great deal larger population.

Why is that? I think that it is solely because the people in Iowa have had their interest in track developed. If it can be done in one place it can be done in another.

In that connection, if you can, use the same officials year after year, discarding now and then the man who is not on his toes; get men who work together, men who take pride in their work. I think that is a point we might keep in mind.

I have not brought out anything at all that is new. These are things that we have discussed over and over again; but I believe that we have to give a little more serious thought to this matter of popu-

(Continued on page 45)

Football Rules and Ideals

as discussed at the Twelfth Annual Meeting of the
American Football Coaches Association

Held in New York, December 27-28, 1932

Report of the Committee on Rules and Rules Changes

Gilmour Dobie
Cornell University

FOOTBALL as a game is today in much better favor with the boys who play it, with the coaches, faculties and the general public than it was a year ago. This is no doubt due to the changes made the past year in the rules by the Rules Committee. The material changes were made with the idea of making the game safer for the players and at the same time retaining those rugged qualities which have done so much to make the game what it is today. That the Rules Committee did a good job of it is best evidenced by the fact that, after a year's trial, a great majority of those directly connected with the sport are highly satisfied and in many cases greatly elated over the changes. While conclusive reports on fatalities and minor injuries are not available, it is understood that they have been greatly reduced in organized football under the operation of the new code. There were six important changes made, all of which have tended, to a greater or less degree, to make football safer and more desirable. We will discuss each briefly.

Rule 5, Section 2. The substitute rule permitting a player withdrawn from the game to return during any subsequent period. This was a very desirable change for more reasons than one. First, many players in the past have suffered severe injuries because they were permitted to stay in the game after they were somewhat incapacitated by injuries and fatigue and were, therefore, unable to withstand the severe strain they were subjected to. Now a player may be withdrawn and later returned when sufficiently rested, or, if somewhat injured, the coach or team physician may examine him and see if his condition warrants his return. This may be done with a maximum loss of time to the player of less than one quarter. In most instances the time lost by the player in such a case is much less than one quarter. Second, if substitutions are intelligently made, the rule as it now stands permits the use of a greater number of players without material risk of losing the game through substitutions. I think most coaches are in favor of the rule for this reason alone, to say nothing of the great number of boys

who in the past have sat on the bench season after season because the coach was afraid to take the risk of putting them in until after the game was won beyond question or lost beyond redemption.

Rule 5, Section 3. Equipment rule. It was contended by many of the coaches last year, when the controversy over the rules was on, that most of the severe injuries were the result of armor worn by the players. I believe to a considerable extent the operation of this rule this past year has proved that they were correct in their judgment. Soft elbow pads and soft knee pads have worked no great hardship on the offensive team but it is believed they have made the game much safer for the defensive side. Hard thigh pads, shin guards and braces are required to be padded with soft material three-eighths inch thick. This helped materially to reduce the number of injuries and the only question now is, "Does the rule go far

THE technical addresses on football delivered at the Twelfth Annual Meeting of the American Football Coaches Association, which were published in the last issue of the ATHLETIC JOURNAL, have brought a number of requests for a full report of the meeting. Two additional addresses, the reports of the Chairmen of the Stabilizing and the Rules Committees, are presented here. Copies of the complete report of the proceedings may be obtained by writing to W. H. Cowell, Secretary, Durham, New Hampshire, and enclosing 25 cents. Members of the Association, and ATHLETIC JOURNAL subscribers who have already requested copies, will receive them at an early date without further request.

enough in this requirement?" Personally I have my doubts. Thigh pads are still very hard and the contact in tackling is, in the great majority of cases, made on the thigh pads with the shoulders and oftentimes with the head. Thigh protection for the offensive team that will give adequate protection and not be too cumbersome and at the same time not be dangerous to the defensive side is not an easy matter to adjust. In discussing this problem we must have in mind the fact that thigh pads in the past have caused many of the most severe injuries. Many of the best coaches are very emphatic on this point.

Rule 6, Section 1. The new kick-off rule, requiring that five players remain within five yards of their restraining line until

the kick is actually made, I think has met with great favor. While the kick-off in the past was charged with more than its fair share of injuries, still it was a troublesome factor both to the players and coaches because of the hazards involved, if indulged in strenuously. The new rule, while retaining in a large measure the spectacular features, has made impractical the wedge formation and thereby eliminated the greatest source of danger. It likewise has diminished the number of substantial returns and runs for touchdowns, but this is more than compensated for by added safety to the players. But the kick-off is still dangerous and always will be in its present form. Where men are running in opposite directions at full speed for a distance of thirty yards before the tackle is made, there are bound to be some bad bumps. Our kick-off practice at Cornell is largely a game of tag both for the blockers and the tacklers. We hesitate to take the risk involved and I often wonder how many coaches view it in the same manner.

Rule 7, Section 7, commonly called the dead ball rule, provides that, when any portion of the runner's body touches the ground except his hands or feet, the ball becomes dead. This rule at first was thought by many to be very unusual and very unnecessary and would work a great hardship to the offensive side. True enough, some substantial gains were lost by its application but not so many as were at first supposed. The idea of this change was for protection of the ball carrier and the rule has justified itself and then some. Football coaches have long known that the greatest source of injury is at the conclusion of a play, that is, when the interference is met by the defensive side and when two or more defensive players, as is often the case, hit the ball carrier simultaneously. He may just previously have been partially stopped. He may be somewhat off balance or he may be partly on the ground but all the time struggling for further progress. Surely, with his self-protection thus diminished, he isn't in the best position to withstand the assault. The ball carrier cannot claim immunity from the tacklers while he is up and going but the new plan protects him from injury, once he is down within the meaning of the rule and not fully able to care for himself. It is good legislation in that it does away with some of the risks previously assumed by

the ball carrier and consequently lessens the number of injuries.

Rule 10, Section 1, Article 5, prohibiting the flying block and flying tackle. This is a good rule in so far as the diving block is concerned but I have been at a loss to know why they included the diving tackle. Do you know in over thirty years I have seen but very few diving tackles and it has been several years since I last saw one? I teach tackling now just as I always have—that is, we encourage tacklers to leave their feet. This helps emphasize the idea of going in low and hard but tacklers rarely ever leave their feet. When they do, they usually miss the tackle. The truth seems to be that players cannot tackle well by leaving their feet before contact and the boys don't do it. They are too anxious to get their man. The rule makers might dispense with this part of the rule. It serves no purpose other than to clutter up the rule book. The diving block is a different sort of animal. It is very vicious and oftentimes brutal and not particularly effective. At the meeting last year I asked a number of good coaches, who, I believed, used this form of blocking, just what they thought of its effectiveness. They replied unanimously that they did not think it effective enough to bother with when consideration was given to the likelihood of injury and the results obtained. We went a step forward when we abolished the diving block, an institution which paid no dividends other than wrenched knees and wrenched ankles. It is a mystery how it ever stayed on the statute books as long as it did when the number of cripples left in its wake year after year is taken into consideration. The form of blocking, in practice the past year, of keeping the feet on the ground until contact is made, certainly is an improvement over the diving block so far as injuries are concerned and will do for the present but it has not yet proved to be wholly satisfactory. There are still a considerable number of injuries in this connection. Furthermore, it is hard for officials to distinguish between these two forms of blocking. When diving blocks are near the border line, officials are bound to miss them in the future as they have in the past. Personally, I would not oppose abolishing the diving block in every form, that is, without distinction as to whether the blocker is on his feet or not at the time contact is made. Blocking with the shoulder as players did up until about fifteen years ago and as they do now in many instances is good enough and much safer for the boys.

Rule 10, Section 2, restricting the use of hands by defensive team was a rule which puzzled many of us because its meaning did not become clear until we had interpretations from the Rules Committee. But once its meaning was made clear, very few of us had any difficulty in making adjustments to fit the rule. In fact very few of the teams were required

to make any changes whatsoever in their line play to meet the new conditions. The rule was aimed at the practice of some few linemen who used hands and wrists to beat opponents over the head and neck, apparently with no other object than to deal out punishment and thereby intimidate.

The general feeling of the coaches is, I believe, that the changes in the rules of 1932 have put the game in a much better condition than heretofore and that the rules should be left substantially as they now exist. But while we perhaps all agree that the game is much safer now for the players than formerly, we are nevertheless confronted with the fact that it still is somewhat hazardous in view of the fact that the past season disclosed thirty-seven deaths as compared with fifty the year before, and I suppose a corresponding number of so-called minor injuries. While this is a notable improvement since the game was allowed to retain practically all its former features, the casualty list is still very high and if it does not show further decrease in a future trial of the present code we may be called upon to make further changes. I think, without doubt, the big problem confronting us coaches today is the matter of safety for the player. Not only should we make a concerted effort to reduce further the number of serious injuries but also the number of so-called minor injuries such as fractures, wrenched knees, wrenched ankles and bad shoulders. It will be much better for everyone concerned if this can be accomplished and I think it can be accomplished if we strive unselfishly for a common cause. There never has been a time in the history of intercollegiate football when it was so necessary for the coaches to unite, to put aside all their pet schemes and personal desires for the good of the game. It is only in this way that we can work out a safer game, one that will appeal alike to the boys, the coaches and the general public.

There is one thing more in connection with the present game to which we as coaches ought to give serious consideration and that is the number of rules in the book and the complications growing out of them. In the beginning, football was intended to be not only a college game but also one that the average scholar might learn and play well during his four years of college life and one that would not require more than a reasonable amount of time and thought. The game at the time of its origin, and for years after, fulfilled these requirements. It was a very common thing twenty-five or thirty years back for a fairly rugged boy with little or no experience to enter college and make the team in his freshman year. How things have changed in this respect! Nowadays with three or four years of high school experience, a year or more experience on a good prep school team and a year of freshman football, we find a few sufficiently

developed in stamina, knowledge and experience to win a berth on the varsity in their sophomore year. And even now under these more favorable conditions a coach who must be content with a number of sophomores feels, and his friends feel, that he scarcely has a chance to win and you can't blame him. It evidently is the truth for the game seems to have outgrown the capacity of the boys to keep pace with it. And how has this great change come about? There is only about one answer and it is this: The many changes that have been made in the rules since 1905. Practically all of them have contributed to make the game more technical, more difficult to teach and more difficult to learn. The rules have been for a long time demanding and are now demanding an ever increasing amount of knowledge, skill and experience on the part of the boys so that now highly specialized men are required to make a modern offense or a modern defense function properly. The average man is being gradually pushed into the discard.

Why, it is almost a full season's job for the players to learn the rules well! In addition to that, they have their offense to master and this is expected to take more time than the mere study of the rules and it does. Then there is the defense to learn, by no means a small item in modern football. It is startling when it is carefully analyzed. There can be as many offensive formations used under the rules as combinations of eleven men can be made. And there are a corresponding number of defensive formations necessary to be learned in order to cope with the situations which may arise. Add to this the confusion of the shift, the man in motion, the revolving huddle, with all their variations and you have some idea of what this thing has really grown to be. Think of the time spent in preparation to meet a team making a specialty of the shift or the man in motion. If a team is not accustomed to such an offense by personal usage it is a tremendous job. And the pity of it all is the knowledge gained in such preparation and the time spent may not be applied in preparation to meet other opponents because they do not play the same kind of football.

Football has arrived at the stage now where we have a game on our hands so big, so vast, so unwieldy, it is almost impossible for an organization of college boys to handle it and do justice to their scholastic duties.

Let us consider it from another angle and cite a little more ancient history. When I was a freshman at Minnesota there was no scouting done for our team. A few years later when new offensive formations became prevalent we adopted the policy of scouting our opponents. As the only assistant coach, it was my duty to do all the scouting and we played a full nine game schedule. I managed to see our

strongest opponents play once and in some few cases twice and by so doing was able to bring back a true and accurate report. Contrasting that with the scouting practice today, what do we find? In some instances coaches scout their opponents in every game and sometimes send as many as four scouts to do the job. They carry a flotilla of moving picture machines manned by men who know how to use them. Now why so many men on a scouting job? There is only one plausible conclusion to be drawn and it is a confession of the true situation. One man can no longer obtain the information desired with accuracy. It is too big a job; so more than one man is used and for fear these men might all go wrong they are reinforced with the camera. Why is it they have a telephone in some instances connecting the coach, who remains seated on the bench, and a sentinel placed at the highest point of the grandstand during the progress of the game? For the same reason that they use the camera in scouting. Because the coach can no longer obtain the information desired from the bench through his own efforts, so big, so vast and confusing has this game become. Now what is the cause of all this? I believe it should not be charged to the schools nor to the coaches. They are merely doing what the occasion requires. It is the rules. They give too much latitude to the offense which fact is responsible for the creation of a most intricate game, very wide in scope and very hard for even an expert to follow with the eye. They demand too much time and effort of the players and have brought on this very elaborate system of scouting. Now what is to be done about it? Certainly something should be done and if not by us, then by someone else. We cannot go on expanding indefinitely. This may sound like a very radical essay but it really is not and is not intended to be. There is hardly a thing in the whole rule book I would object to in itself. It is not the quality of the game, but the quantity that is undesirable. It consumes too much time and effort on the part of all concerned and is expensive. We can junk one-half of it and still have more left than is sufficient for a college game. For instance, why do we need the lateral pass? Why do we need the shift? Why do we need the revolving huddle? Why not confine it to a straight huddle for the purpose of giving signals only? What do we need of the spread formations and half-spread formations? They have become largely obsolete anyway by non-usage. They are merely there to plague one. These and a lot of other intricacies might be dispensed with. If we were allowed but a few formations, say, a kick formation and three or four running formations, which would give a reasonable latitude to the offense, and have them designated by the rules committee, and then, if necessary, open the game sufficiently to discourage the use of too many

contact plays by modifying the forward pass rule, I believe in a short time we would rid ourselves of a lot of our troubles.

We would then soon develop a game somewhat standardized which the boys could learn about as they grow up, as they do in other games such as baseball, basketball and tennis. We could then dispense with two-thirds of our scouting duties and the expense attending. We would be rid of a lot of other things which make the game so cumbersome and still have a game every bit as spectacular, just as open and fully as desirable for the players and spectators with one-half the effort. Furthermore, when we get right down to it, this proposal reflects just about the true status of the game today. Take the so-called Notre Dame formation, the so-called Warner formations with the one and two wing-backs and a kick formation and you have the formations from which the great majority of offensive plays emanated this past year. That being so, why bother with all the other stuff?

Now, gentlemen, there is only one recommendation in this entire report and it is that the present football rules be left for the future substantially as they now are. I believe the great majority of us are in favor of that. The remarks I have made about the present game are for the purpose of impressing on you the fact that the game of football is primarily for school boys and college boys and should be governed as such; therefore more safety and more simplicity are the ideals to strive for.

The suggestion to limit the number of formations is for the primary purpose of opening up the subject. We can all think it over during the months to come and perhaps when we meet again next year, we may be able to agree upon a plan to simplify the game which will be agreeable to all and be an improvement upon the game we have now.

Report of Stabilizing Committee

D. O. McLaughry
Brown University

THE stabilizing committee was formed some years after the inception of this association and its purpose has been from the start to give to the members of our association ideas on how the profession can best stabilize and dignify its occupation. It is not the purpose of this committee to attempt to go into the minute details of how a coach should handle every situation that confronts him or attempt to recommend any definite set up of departmental organization in the belief that such would make the coaching profession a paradise of security. We will, however, endeavor briefly to analyze the situation as it has evolved and attempt to state what appear to be truisms based on the observation and results of what has happened in the comparatively short history of football coaching.

With few exceptions our calling was never looked upon as a life profession by anyone until the last twenty years and there are few men in this room today over thirty years of age who went into it with eyes open and in a premeditated way to make it a life occupation. If they did we must give them credit for being real adventurers, obsessed with a love of the hazardous. Be that as it may, the question that confronts us now through this committee is What can we do to make coaching stable to a point of moderate dignity and maintain it as such?

We can rightfully assume that football, having taken such a firm hold of the American public and having so definitely earned its place as a game which will not thrive unless it has an educational ideal behind it, is strong and worthwhile enough to survive the attacks of those who seek to crush it just because it is big and popular.

Beginning with this assumption, what can we as coaches do to put the game on as high a plane as possible and keep it there in order that it can be as far as possible from the shaft of the demagogue and by thus doing so, make our profession more stable and dignified?

As we all know football is forced to earn a tremendous sum of money in every college in order that the vast overhead may be met which nearly every athletic department has gradually committed itself to during the past years. In many cases this overhead was not only based on income during the most prosperous years but on anticipated income which did not materialize. This situation has placed a responsibility and hardship directly on the coach because it is only consistently winning teams that draw big gate receipts. This places the coach in a position where he should never be, namely, of having indirect influence brought to bear on him to win in order to preserve the financial integrity of an athletic association while at the same time he has placed on him the duty of teaching a game to boys of an idealistic age who are participating in the game primarily for the fun of it and to satisfy their craving to play a highly competitive team game. To alleviate this situation, we as coaches should attempt to establish by custom reasonably long term tenures of office, in order that we may have opportunities to establish our success on the basis of a period of years and not on one.

It has been stated in a previous report of this committee that, if a coach is a regular faculty member on a year-around basis, paid by the university on the same basis as other college instructors and under the sole direction of a physical education department, he will be free from all pressure to win and that winning or losing will play no part in his tenure of office. Experience has proved this theory to be a fallacy when losing teams are reflected in

(Continued on page 47)

National Tournament Play

By Joe Dienhart

Cathedral High School, Indianapolis, National Catholic Champions

STATE champions and strong sectional winners, thirty-two in all, participated in the National Catholic Basketball Tournament, held in the Loyola University Fieldhouse, Chicago, Illinois, March 22 to 26, 1933. Extremely varied styles of play were in evidence. As in the past few years, the pivot style with three men in the front court and two back was the outstanding offensive formation used; individual cleverness, however, seemed to predominate as a means of winning games.

Our team in preparing for the tournament spent considerable time perfecting basic fundamentals necessary to penetrate a zone defense. In past years the zone type of defensive play was used by practically half of the teams entered in the tournament. This year, teams using the zone defense fell by the wayside, mainly because the other teams were smart, moved the ball fast and obtained shots where and when they were most likely to succeed.

For example, St. Xavier of Louisville, one of the tournament favorites in the upper bracket, coached by Robert Schumann, former Loyola star, employed a zone defense that was difficult to penetrate, but this team was defeated in a thrilling game by St. Patrick's of Chicago, last year's champions. Good shots on the part of the well-coached St. Patrick's team rendered the zone defense useless and defeated another great team.

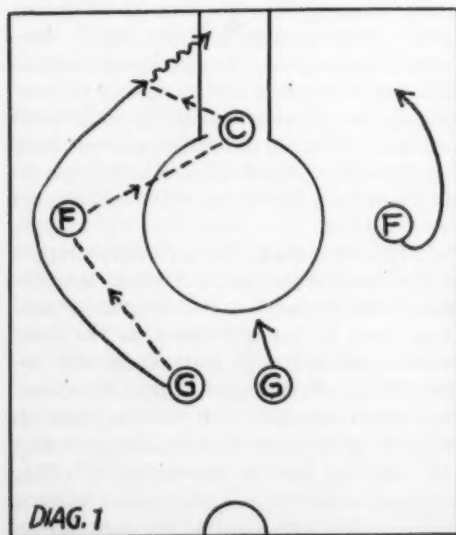
Following the final games I had a lengthy conversation with Leonard Sachs, coach of Loyola University. It is my opinion that he is the foremost exponent of the zone defense in the country. Besides using this defensive type his teams also use the man-

for-man shifting block defense when their opponents know how to handle the ball, pass it fast and obtain their shots where the zone is weak. His boys in preliminary training must know man-for-man defense before they attempt to play zone.

In summing up these remarks about zone defense, I am of the opinion that high school players do not have sufficient experience to handle this type of defense. They are especially handicapped in tournament play which is held on a regulation university floor 90 feet by 50 feet. The large floor gives their opponents plenty of room in which to pass the ball quickly, while at the same time the boy on defense



Joe Dienhart



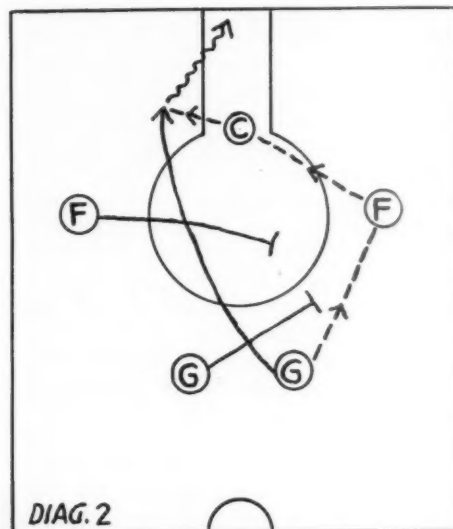
DIAG. 1

Outside Block

must cover more floor space. With high school players, I think the zone defense is good for a big team to use against an inexperienced one in a small box gym.

Our offense this year was built around Charlie Shipp, who is six feet two and one-half inches in height and weighs 198 pounds. We played him on the pivot line as a feeder and backed him up as an offensive threat. The play as shown in Diagram 1 was used to a great extent by our team; this was the outside block. With good wrist and finger movement, Shipp made this play highly successful.

It was the general opinion that Shipp played the pivot correctly. The fact that the three-second rule on the line was not used in the Loyola tournament was a de-



DIAG. 2

Inside Block

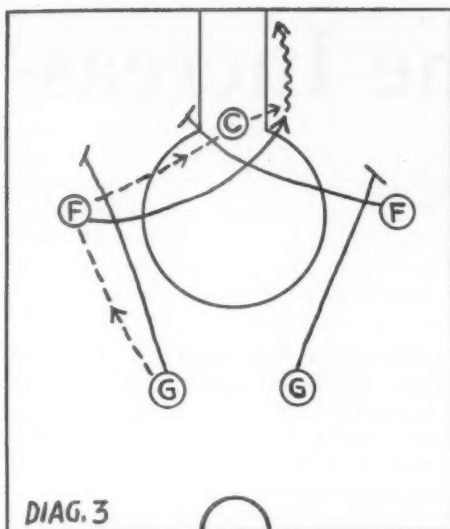
cided advantage to our team. Shipp would trap the ball and hold it until he had the guard out of position; then he would feint and pivot, using the palm shot as well as both hands for the lay-up shot. Leonard Sachs and I noted that all through the tournament pivot men were taking wide, one-handed shots most of the time without looking at the basket. The one-handed shot is permissible with our players if they are in close and look before they shoot.

In our pivot play with Shipp holding the ball, the back men would punch to the outside around the forwards. If they were open the ball would be thrown. Then we used the guards punching to the inside of the forwards. With Shipp holding the ball our forwards would take advantage of the inside block (Diagram 2) and drive across the pivot man at a 45 degree angle. Shipp would then either feed or use his pivot shot.

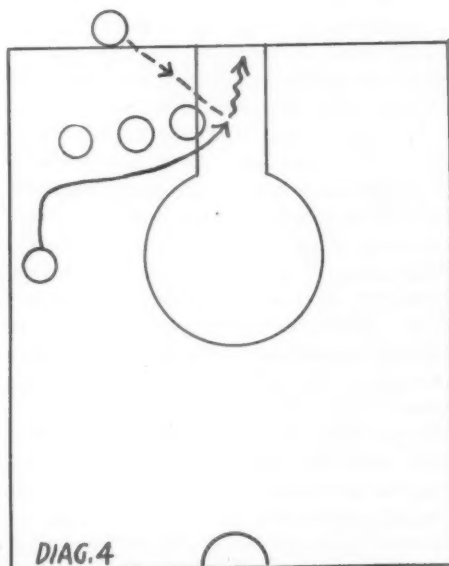
The Cathedral team also used the fast-break on a quick exchange of the ball or on the interception of lateral passes. We discouraged this type of play, however, as it had a tendency to tire the team, especially during tournament play.

Edward O'Connor, our captain and forward, had been especially adept all season at intercepting cross-floor passes. In the five tournament games we played he scored at least one basket in every game on these lateral interceptions.

The jump ball at center in tournament play, when every team plays its best, is a very important factor. When a team which has the ball is playing its best, trying to make everything good, it is a prob-



Double Inside Block—Angle Run



Out-of-Bounds Play—Under Basket

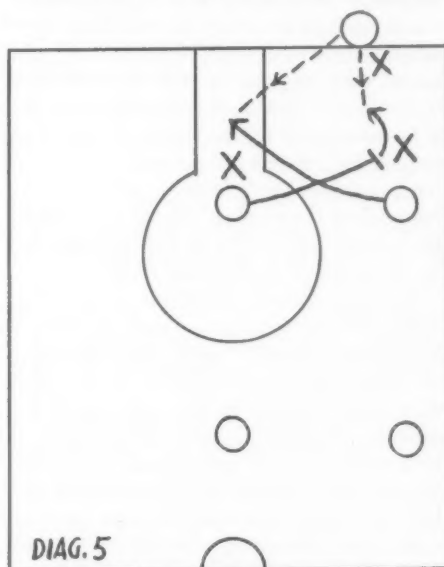
lem then for the defensive team. I am sure a team will gamble more during the season games than in tournament play. Each player in tournament play will strive to make his passes good, and when he shoots a follow-in is made, because possession of the ball means everything. As shown in Diagram 7, we line up at center, playing the left forward in front of our center about two feet from the center circle; the right forward plays on our center's left about three feet from the circle; the floor guard to the center's right probably a foot or so back of the referee who is tossing up the ball. Our back guard plays between the foul line and the edge of the foul circle, covering the first long man if our opponents obtain possession of the ball. In forming this diamond around the center it is possible for each of our men to be responsible for his one-third space of the territory surrounding the center

circle. In all of our tournament games we usually had possession of the ball after the center jump. Possession of the ball was all that we wanted and at no times were tip-off plays used.

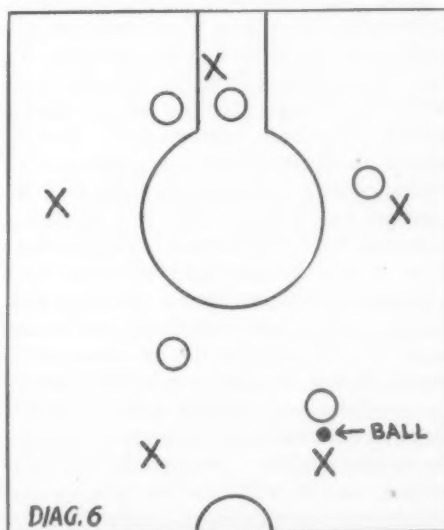
Our defense was strictly man-for-man, matched according to size, speed and footwork of our opponents. Our men shifted, however, on a contact block. On the screen block our men tried their best to stay with the individual assigned. Before the tournament I thought our defense would be the weakness. On offense we had a large team; every one of our starting

by former coaches stating that, if a team could hold its opponents under twenty points, the offense would take care of itself.

Our double inside block play is shown in Diagram 3. Two out-of-bounds plays are illustrated in Diagrams 4 and 5. The defense we used against the set pivot play is shown in Diagram 6. In this last defense the guard floats to one side or the other, depending upon which side of the floor the ball is on.



Out-of-Bounds Play—Inside Block. Pivot man making block spins to inside. Pass in is optional to one of two men

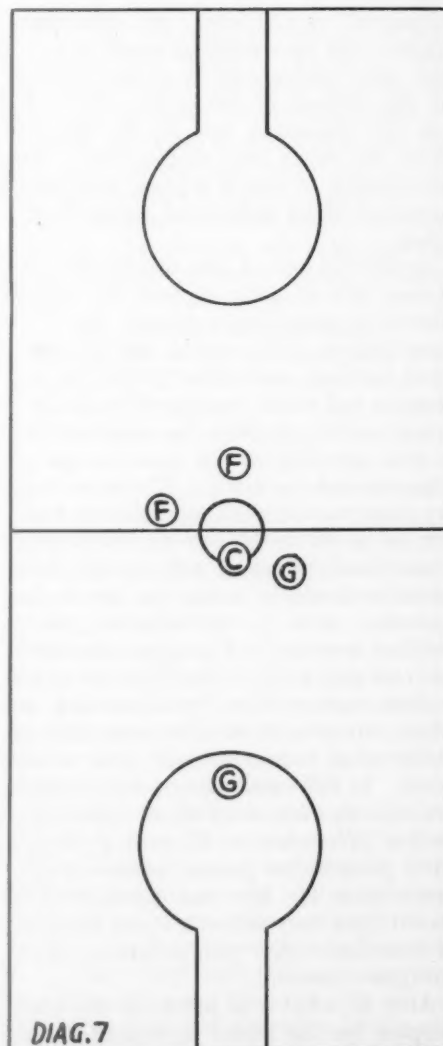


Defense Against Set Pivot Play. Guard floats to one side or the other, depending upon the side the ball is on

five was at least six feet tall. When the games were played and won the scores read as follows: 28 to 10, 42 to 19, 18 to 16, 40 to 18 and 31 to 10. This gave us a defensive record for the five games reading 14.6. I remember an old expression used

Basketball Coaches!

THE next issue of the *Athletic Journal* will contain articles by coaches whose basketball teams won their respective state tournaments this year. The Editor of this publication has made an effort to get in touch with every coach whose team won a 1933 state tournament. If there is any such coach, however, who has not received a letter from the Editor, he should write to the *Athletic Journal* at once so that his team may be given credit for its victory.



Tip-off Formation

School Athletics Become Increasingly Valuable

By Gordon R. Fisher

Director of Athletics, North Central College

RECENTLY there appeared an article in a weekly paper of one of the Chicago suburban communities telling of a demand by taxpayers of the community that the current school budget be lowered 40 per cent. It was suggested that this could be accomplished by certain economies, among which should be the elimination of athletic coaches and the abolishment of numerous so-called unessential departments such as those of dramatics and speech.

Inasmuch as other school districts, as well as college and university trustee boards, have before them somewhat the same problem of operating on a smaller income, it might be desirable to analyze more fully the value of these so-called unessential departments to determine whether they have sufficient merit to warrant their continuance in a time calling for the strictest of economies. This article will present a few of the reasons which the writer feels should justify the maintenance of school athletic programs carried on under skilled and trained leadership.

Apparently one of the reasons for the present lack of adult support for school athletic programs lies in the fact that athletics happen to be one of the activities which has been most recently added to the program and which, in spite of faculty approval and sponsorship, has continued to be quite generally classed as an outside or extra-curricular activity. The mere fact that physical education and athletics happen to be relatively new in school programs should not at all indicate that their activities should be among the first to be discarded when a retrenchment policy becomes necessary. Changing conditions and changing needs, rather than the years various courses have been included in school curricula, should determine relative values when economies need to be introduced. In this connection, it seems highly probable that organized school athletic activities have come to fill such a worthwhile place in the general scheme of our preparation for life that administrators should think very seriously about the type of curtailment they wish to initiate as an emergency measure.

After all, what is an education and what purpose has the school in helping an individual to arrive at this goal? Many definitions have been given for what we

term an education, but possibly the most commonly accepted idea is that education is a procedure in which an individual prepares himself to make desirable adjustments with respect to his surroundings. Plainly stated, the most important purpose of an education in this present day is to prepare individuals for the job of good citizenship. Do not athletics contribute to this goal in a sufficient degree to warrant the continuance of its activities even under the present trying conditions?

President Robert Hutchins of the University of Chicago, in a recent defense of the Chicago schools, made a statement to the effect that a curtailment of the present school program might very easily necessitate additional penal institutions of the type now being maintained at Pontiac, Illinois. His thought apparently was that there is a very direct relationship between educational advantages and good citizenship. In this connection, it is unquestionably true that a still more positive statement might be made if athletic departments are to be abolished or have their programs greatly curtailed.

Many generalizations have been made concerning the values which may be attributed to participation in athletics. In fact, it is very difficult to put down in words the things which one has a right to expect from such participation. Briefly stated, the inclusion of such a program of activities in a school curriculum may be justified by at least three important results which may be secured from participation in a well-organized and supervised program of these activities. Such participation will supply a desirable outlet for some of the surplus energy common to youth, it will develop worthwhile character qualities such as self-reliance, perseverance, determination, willingness to abide by rules and ability to meet defeat without alibing, and it will tend to develop and stimulate an interest in and enthusiasm for athletic games which may have great recreational value through the adult years after school and college days are past.

As suggested above, a full realization of these results will require that a department of athletics be properly organized and supervised, as the benefits indicated are not necessarily inherent in the activities. The important thing from an educational standpoint is that the activities present such a natural urge as to offer great possibility if

offered under able leadership. This will mean, too, that certain team and individual games which have great natural possibility will be fostered and taught, while others of a less desirable nature will be given less consideration.

The advance of physical education to its present position, in which athletic games play such a predominant part, has been a slow and tedious one. Undoubtedly one of the greatest factors in the changing objectives and the better programs has been the improved preparation and general background of the men who have, in recent years, been entering the field of physical education and athletics.

We shall continue to have athletics of one type or another. All previous efforts to abolish such activities for any length of time have failed. Indeed there are many evidences which indicate that the worthwhile group of these activities should, very definitely, be continued under good leadership. What constitutes good leadership in athletic activities? The director, coach, or leader, like any other good teacher, should have a thorough teaching ability in his specialty, and he should possess desirable character qualities which justify his position of leadership. The first of these requirements sets the athletic coach or teacher aside as a specialist. In other words it means that this field, if accepted as part of the educational scheme, should not be turned over to a non-specialist any more than any other department of the school curriculum. For this reason, well-prepared athletic directors and coaches should be retained on an equal basis with other faculty members.

Many college speakers, both American and foreign, seem to take delight in deriding the American student for his apparent lack of interest in community and public affairs, and for his great interest in athletic games. In so doing they are indicating their lack of understanding concerning the entire American philosophy of things. Games have become a part of the American style of living and there has been no evidence presented to disprove their value in this connection. The European student may have a greater knowledge of and keener interest in affairs of state, but, if this interest and this knowledge do not help him to live in a more happy and contented manner, of what good are they? If the purpose of education as stated above

is to develop better citizens, whatever contributes best to that purpose should be included in the school and college programs.

We are passing through a time of tremendous stress and strain. Undoubtedly school budgets will have to be trimmed down to fit smaller incomes from reduced taxes and decreasing earnings from endowments. It does not seem advisable, however, that these trimming down procedures should be aimed too largely at departments which have come to serve, in one way or another, the greater share of the students. Changing economic conditions will undoubtedly result in shorter work days with a resultant increasing of leisure time. A wise use of this time will be a national asset, and to this end excellent athletic programs, including all students, should be

more than ever fostered and developed. Presumably, the same thing may be said in support of most of the other so-called extra-curricular activities, such as music, dramatics and speech, as a greater interest in these things will surely be an aid to a generally worthwhile use of leisure time.

Possibly we, who have called ourselves specialists in physical education and athletics, are greatly to blame for the general lack of knowledge concerning the objectives and possibilities of our field. Possibly too much thought has been given in the past to methods of attracting people through athletic gates, rather than to methods of informing them concerning our activities and interesting them in actual participation in the activities. With a general reduction in spending possibility,

people will, in a large measure, have to desert many of the commercialized forms of amusement which have thrived in the past. No better and less expensive form of recreation can be found than organized athletic activities for every community, large and small. Directors of physical education and athletic coaches have, in the main, entered their fields of work with the intention of performing a most creditable service to the community which is employing them. As recognized leaders in the field of athletic activities, these men should therefore be exerting every available influence toward the development of student bodies and communities which not only enjoy watching athletic games but which actually desire to participate actively in these games.

Physical Medicine Applied to Athletic Injuries—"Shin Splints"

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and

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F. A. C. S.

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THE term "shin splints" is perhaps as well known to athletes and trainers as the term for any other athletic injury, but when one searches athletic and medical literature in an endeavor to learn what tissues are involved in the injury and the resulting pathology, one can find but little reliable information. There are general statements made as to how the condition occurs and the region where it occurs, but the writers have been unable to find any reliable information on the pathology. It was necessary, therefore, to adopt the following procedure to obtain information: First, to study the available literature; second, to use the anatomical laboratory in an endeavor to find what tissues are involved; and, third, to write to all the men in the Big Ten Conference who are responsible for the treatment of athletic injuries asking if they would furnish whatever information they could give.¹ We believe the information obtained as a result of this procedure, and here contained, should prove interesting to every athletic trainer.

Causes

The consensus of opinion of writers as to the cause of "shin splints" is overwork or strain of the leg muscles before they are properly trained for certain physical exercise. It must be borne in mind, however, that the condition may occur in trained men if the muscles are overworked. The pounding of the foot on a hard track when running is considered the most frequent cause of this injury. Dr. Benson states

that another cause of one form of "shin splints" is evidently running at high speed around an indoor track the curves of which are not banked. The curves, not being banked, cause the ankle joint to assume an unnatural position; the foot is flat on the track but the body bends inward, thus producing a considerable unnatural strain on the muscles of the lower leg.

Symptoms and Signs

The chief symptom of "shin splints" is pain along the shin bone. "This pain is caused by an inflammation of the muscles attached to the shin bone."²

"Runners often experience strained muscles at the beginning of the season, which causes pain along the shin (no doubt a typographical error and "shin" is meant) bones and often between the bones of the foot."³

"The symptoms are: dull constant pain radiating down the spine of the shin bone and aggravated when the muscle is used."⁴

These statements tell us there is a pain along the shin bone but they do not state on which side of the bone the pain occurs. The information obtained from our correspondents is as follows: "On examination tenderness is greater on pressure against the bone just posterior to the medial bor-

der of the tibia than on pressure to soft tissue in this region." There is pain "along the medial border of the tibia at about its middle." "Pain complained of in the middle third of the inner side of the shin bone, though some cases complain of pain on the outer side at the onset."

According to these statements we may conclude that the pain and pathology are along the inner or medial side of the shin bone.

An Anatomical Experiment

The question which no one seems to have investigated is, What structures are affected by "shin splints"? It seems evident that the cause of the trouble is an injury to one or more leg muscles, but which muscles are affected has never been demonstrated. Bilik states that "overwork of the extensor muscle of the lower leg causes 'shin splints.' Undoubtedly the wear and tear of the tendons of this muscle cause a tenosynovitis."⁵

This statement cannot be explained on any sound anatomical reasoning, for the extensor muscles of the lower leg—quadriceps extensors—are located on the front of the thigh and the tendon of insertion is on the upper part of the tibia.

In order to discover what muscle, or muscles, are involved one of us (G. G. D.) conducted the following experiment: Two students of anatomy who had stated they had suffered from "shin splints" were asked to mark on their legs the location of the pain; they both indicated that the pain extended along the inner side of the shin bone. A careful dissection of this region on a cadaver was then made to dis-

¹ The writers wish to thank Dr. Simon Benson of the University of Chicago, Dr. A. S. Fourt of the State University of Iowa, and Mr. J. D. Ferguson of Indiana University for their valuable help in the preparation of this article.

² Murphy, M. E. *Athletic Training*. Chas. Scribner's Sons, 1926, p. 162.

³ Camp, W. E. *Training for Sports*. Chas. Scribner's Sons, 1926, p. 56.

⁴ Bilik, S. E. *The Trainer's Bible*. Athletic Supply Co., 1928, p. 176.

⁵ Bilik, *op. cit.*, p. 176.

cover the possible muscles involved. The following statements set forth the findings:

In order to understand how shin splints are produced it is necessary to consider (1) the movements of the foot and toes in running; (2) the muscles attached to the inner surface of the shin bone which are affected by running.

1. **MOVEMENTS OF THE FOOT.** The chief movements of the foot and toes in running are flexion and extension. In order to understand the complexity of movements in these joints the following exercises should be performed:

a. Place both feet firmly on the floor.

b. Raise the toes off the floor and then the soles of the feet. This movement is *flexion* of the foot and *extension* of the toes.

c. Raise the heels from the floor and curl the toes downward. This movement is *extension* of the foot and *flexion* of the toes.

d. Keep the heels firmly on the floor and raise and lower the soles of the feet. When the soles are raised (*flexion*) the action is usually preceded by extension of the toes and when the soles of the feet are lowered (*extension*) the act is preceded by flexion of the toes.

In running, as the body travels over the foot while it is in contact with the ground, the foot is in extension, while the toes are forced into *hyper-extension*, instead of the flexion movement which the toes normally assume in foot extension.

It would seem from this discussion that the cause of "shin splints" is located in the muscles which extend the foot or the overextended flexor muscles of the toes.

2. WHAT EXTENSOR MUSCLES OF THE FOOT OR FLEXORS OF THE TOES ARE ATTACHED TO THE INNER SURFACE OF THE SHIN BONE?

Dissection reveals two muscles located in this region of the shin bone, the *tibialis posticus*, an extensor of the foot, and *flexor longus digitorum*, a flexor of the four lesser toes.

The *tibialis posticus* is the most deeply seated muscle in the leg. "Its attachment to the back of the fibula is from the upper two-thirds of the inner surface and to the tibia. . . . The muscle belly terminates in a tendon, and this passes behind the inner malleolus, which acts as a pulley for it. . . ." "Its insertion is expanded . . . and owing to its firm, spreading, tentacle-like grip it has of the sole of the foot the insertion has been likened to a hand."⁷

The *flexor longus digitorum* "arises from the middle three-fifths of the dorsum of the tibia, and its tendon passes behind the inner malleolus and enters the sole of the foot. In the sole . . . dividing into four tendons for the second, third, fourth, and fifth toes, each is inserted into the base of the distal phalanx."⁸

When we study these two muscles in relation to their positions and action we find that:

1. The *flexor longus digitorum* is located more nearly in the region where the pain is most evident. The *tibialis posticus* seems to be too deep seated in the leg to cause the external manifestation of the pain described.

2. In the position the foot assumes in running the *tibialis posticus* would not be stretched, or placed in any abnormal position. It would, however, take part of the shock when the foot lands on a hard track. The *flexor longus digitorum* would, however, be greatly stretched, due to the forced hyperextension of the toes and the flexed position of the tendon of the muscle behind the inner malleolus.

It would seem from these data that the pathology in "shin splints" is due to injury to the **FLEXOR LONGUS DIGITORUM.**⁷

WHAT PATHOLOGICAL CONDITIONS OCCUR AS A RESULT OF THE INJURY TO THIS FLEXOR MUSCLE?

Three possible conditions may occur:

1. The fibers in the fleshy belly of the muscle may be torn, causing ruptured capillaries and injured nerves, producing a *myositis*, or "Charley horse."

2. The main tendon of the muscle may be injured by over-stretching, resulting in an increase of synovial fluid in the sheath of the tendon, producing a *teno-synovitis*.

3. The fibers which hold the muscle to the bone may be torn from their origin, producing not only a *myositis* but inflammatory changes in the outer covering of the bone—a *periostitis*. In turn, the periosteal cells, which produce new bone tissue, may be stimulated, thus causing bony growth along the shin bone or in the muscle—*myositis ossificans*.

This study reveals the fact that the term "shin splints" as now used serves as a catch-all for most pathological conditions on the front of the leg and the foot which are produced by running. It would seem that what we now term "shin splints" should be diagnosed as a *myositis* of the *flexor longus digitorum* or a *periostitis* of the tibia, depending on the extent of the injury. *Tenosynovitis* should not be used to designate what we now call a "shin splint," as the symptoms and signs along the shin bone which are so characteristic of "shin splints" are not found in *tenosynovitis*.

Myositis ossificans would not likely occur as an acute, primary condition. It would most likely occur as a secondary condition following a *periostitis* and could be definitely diagnosed only by X-ray.

In concluding this part of the article we would suggest that those treating "shin splints" make a careful study of each case

in order to verify or disprove the statements submitted.

Treatment

The purpose of treatment is, first, to protect against further injury to the tissues—by rest and strapping, and, second, to help the body heal the injured structures—by means of heat and massage.

Rest. The importance of rest, and then more rest, is emphasized by everyone. Any overaction of the foot and toes delays the healing of the injured tissues. The length of time the leg should be rested depends on the freedom from pain on movement.

Heat. The purpose of heat applications to the part is to produce relaxation of the muscles and dilatation of the blood vessels, and to relieve pain. The heat may be applied by means of hot fomentations, electric pads, or infra-red generators. The simplest method is to place a thermospectral light or infra-red generator over the leg for a half hour each day, while the patient is reclining on a comfortable bed.

Diathermy affords an excellent means of applying heat in these cases. The following technique is suggested:

1. Have the patient lie on a comfortable bed or table.

2. Place a cuff electrode around the leg just below the knee.

3. Mould a dispersive electrode to the sole of the foot and strap it snugly in place.

4. Attach the wires from the machine to the electrodes and apply sufficient current to thoroughly heat the part, continuing the treatment for a half hour. As the current passes from one electrode to the other heat will be produced in the muscles along the shin bone, in the tibia, and in the tendons about the ankle and in the foot.

Massage. To help the tissues remove the hemorrhagic exudate massage is indicated. Effleurage and gentle stroking should be applied to the muscle along the shin bone while petrissage may be used for the calf muscles.

Strapping. If it is impossible for the patient to remain in bed a sufficient length of time for the complete healing of the injured tissues, strapping of the part, to limit motion in the leg muscles, may be advisable.

Mr. Ferguson has secured best results by immobilizing the tendons which move the foot and toes. His method is to place several strips of two-inch adhesive tape around the leg between the top of the Achilles tendon and the lower border of the calf muscles. The strips are started from the outer side of the leg about one inch from the shin bone and carried around the back of the leg and finished just about one inch away from the starting edge. This leaves an uncovered area between the edges of the bandage and thus allows free circulation of blood in the foot. Care

(Continued on page 46)

⁸ MacKenzie, Colin. *The Action of Muscles*. Paul B. Hoeber, Inc., New York, 1930.

⁷ From the questionnaire which Dr. Fourt returned we learn that anatomical dissection and X-ray studies he has carried on lead him to believe that the *flexor longus digitorum* is the muscle involved in this condition—"shin splints."

Finding the Unknown Quantity in Baseball

By H. D. Merrell

Evanston Township High School, Evanston,
Illinois

WE were doing our daily dozen—hit two and bunt one. Some one was slow in coming up; so a hanger-on “chiseled in” for a cut at the ball, while I muttered uncomplimentary things about modern youth. But that sharp, sweet explosion (so soothing to a coach’s nerves), which comes only when good ash meets good horsehide just right, brought me to full attention. A court of inquiry into present status and previous condition of servitude of the “chiseler-in” was set up forthwith. He turned out to be a junior in good scholastic standing and headed for the University of Chicago. His parents were English, and his baseball experience was negligible. We devoted the afternoon to exploring his possibilities, and the next day he had his first pair of spikes and a job in right field. He couldn’t catch flies and his technique other than hitting was awful. No matter; those things could be taught and learned. But hitting from the off side; meeting the ball out in front with a horizontal bat; stepping to first base like a dash man! Either one does or—does not. Usually *not*! To find all three in combination was a dream come true.

Later he played fine ball on his university team and could have gone professional. However, his last game with his university team was his last game of ball. I saw him recently at a school Mothers’ Club meeting. After thanking me profusely for a very pleasant interlude, we talked about the wife, the children, and investments. All of which seemed to me to be just about as it should be.

My experience with this boy led to a new conception of my job and its opportunities. Previously, I had assumed that high school coaching was very similar to college coaching. One sifted the material that offered itself and molded the residue into the best team possible under the circumstances. If the attack was weak, it was just too bad. One could not win games without runs; one could not make runs without hits; and one could not teach boys to hit. The accepted remedy was to locate some proved hitters and ease the information over to the alumni—a remedy that was hardly usable in a high school. But now the idea filtered through that a city high school simply *must* contain potential hitters who, for various obvious reasons, were quite unaware of their baseball possibilities—boys who had never even

played “hard” ball. Being a teacher of mathematics, the doctrine of chance told me so.

Of course, the problem is to make contact with these unknowns. Fall practice for greenhorns is the best single device, and a separate field and coach for the freshmen is splendid. But neither is enough. For example, the Boy Who Had Everything did not respond to my call for fall practice. On my way to the field, I stopped to watch a softball game for a moment. I pulled him out of that game. He was a junior—a 90 or 95 per cent student—who never had tried out for a major sport. He did not do much with me the first year except to accumulate a bunion, a sprained ankle and a Charley horse. He was not awkward; just a big, fast-growing sixteen-year-old who was not knit. The next year he hit close to .500 in twenty-three games, caught them off his shoe-tops behind second base and stole everything in sight. At college he was so interested in other things that I had to write to the coach late in March to drag him out to practice. His first chance came in a game against Harvard. He broke it up with three timely hits. He could have played in almost any man’s league.

A boy who had been overlooked in the spring rush came out in September to watch his “pal” try out. His own baseball ambition had been smothered. Just to make sure no one had been overlooked, I invited him to take a cut. That was the genesis of a very acceptable ball player and a fine friendship with a worthwhile boy.

Of course, not every boy who follows through at the plate makes a good hitter—at least not in his high school days. Some will always see three coming up and swing at the wrong one. Others never get over waiting for a better one and quarreling with the umpire about the low one on the outside. Also, about once in ten years some one violates all the rules of good hitting form and gets away with it, or maybe replaces bad form with good form and becomes an acceptable hitter. But, in general, time spent on poor hitting form is time wasted.

Once I broke my own rule. The lad was very short, very fast and a bear cat for ground balls. I put him at the top of the batting order, figuring that in high school ball he would get on by the base on balls route often enough to justify his existence. In six games, he reached first twice and

scored once. One day, as he made ready to bat, I told him to take two strikes. He promptly swung at the first two.

You can teach them to lay off the bad ones and to keep the eyes on the ball, but the old drive and the ability to reach them on the outside won’t be there unless the center of gravity moves well forward with the swing. If you want a consistently good team, year in and year out, comb the student body for prospective hitters. If you have any business coaching, you will find them in sufficient numbers unless your school is hopelessly outranked in size. The pitching can be managed—in high school—if the team can make runs.

Don’t overlook the little fellows—they have a way of growing up. “Paddy” Driscoll wasn’t much bigger than his bat when we first met, and I saw him make seven errors at second base in one so-called game, but later he was owned by the Cubs. It is surprising how hard a hundred pound boy can hit a ball if he has the knack of coming through and meeting the ball out in front. Just such a little shaver hit one through the box while I was umpiring. I dropped to the ground but not quite soon enough. The ball glanced off my cap and a fielder chased it to the fence.

Building a team along these lines adds new zest and, I think, new dignity to the coaching game. The hills and valleys of prosperity and depression flatten out; your team will always be up among the good ones. The importance of championships dwindles and the joys of discovery and development come to the front. I got more kick out of seeing six of my old boys on one Northwestern University squad as they boarded the train for the sunny South than I ever did from a championship. Three former captains—one of them an Austen scholar, one of them a Cunningham Prize scholar, and the third the son of an electrical engineer—playing side by side on one university team is nice to remember. Three former boys on the same University of Chicago team touring Japan was a real cause for celebration. Those things are proof that my methods are sound and that I have not been developing athletic bums—at least not exclusively.

Actually, I reached the point where my pet irritation was the flashy lad from the lots who was so good with his hands that I dared not ignore him but who, nevertheless, was pretty sure to be only half a player, a poor student and hard to manage.

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JOHN L. GRIFFITH, Editor

Controlled Competition

THE results of an interesting experiment dealing with an educational problem were reported in the press recently. At the age of eleven months Jimmie and Johnnie, twin brothers, became the subjects of an experiment conducted by a trained psychologist, Dr. Myrtle McGraw. Jimmie was permitted to live his own life and to follow very much his own devices, while Johnnie was given a course of training in stunts.

After a short time it was found that Johnnie surpassed his brother in many motor reaction tests. In stair climbing, standing, grasping and in other feats of strength and skill Johnnie was superior to Jimmie.

Dr. McGraw held a toy on the first step of a stairway. Jimmie wanted the toy but he did not know how to get it. He laughed at his own failure. Johnnie also wanted the toy. He climbed up four steps and got it. The two boys were each tied to a small board and placed in water. Johnnie held up his head and swam. Jimmie would let his head bob under, but he came up laughing.

While too much emphasis must not be placed on the results of a single experiment, yet certain analogies may with profit be drawn from this behavior problem. For instance, Jimmie was happier than Johnnie. I dare say that the shiftless man who lives from day to day in a way is happier than was President Hoover. The man who is lazy, shiftless and profligate may be carefree, since he has no responsibilities; but we admire more the man who because of hard and honest toil has reached the place where he is entrusted with many responsibilities.

We have in this country two types of philosophy which control the habits of mind. The disciples of the one school concern themselves primarily with those persons who have never been successful in an economic sense and condemn those who have been highly successful. The adherents of the other system glorify success and ignore those who have failed. They believe in the law of the survival of

the fittest and hold that the race will be perpetuated only by weeding out the unfit and by propagating the superior types.

Referring again to Jimmie and Johnnie: the child who had been trained scaled a slide set at an angle of 80 degrees. Jimmie contemplated the goal and laughingly gave up the attempt to climb the slide. There are those who, like Jimmie, are not willing to pay the price of accomplishment. The child who climbed the slide to get the prize at the top, it may be assumed, had about the same inherited traits and capacities as the other, but his training apparently had done something to him. He wanted the prize and he was willing to climb to get it. We may like the good-natured, easy-going person who never strives for the prizes in life, but we respect more the boy who has the drive, persistence and courage to fight for the things that he wants.

Between those who would punish success and those who would punish failure are those who believe in the principle of controlled competition. Our college conferences serve the useful purpose of controlling athletic competition. In the "Big Ten" Conference, for instance, the length of the football season, the schedules and the number of hours that the teams may practice each day are controlled by conference agreements. No attempt is made to limit individual or team achievements, however, so long as the results are accomplished in accordance with the prescribed rules.

There is no limit to the number of good athletes that may be permitted to enroll in a given institution or to try out for the teams so long as these athletes are not mercenaries.

In spite of the fact that there are some people who believe that the greatest good for the greatest number must be worked out by and through a leveling down process, there are not many college presidents who have thought it necessary to abolish intercollegiate athletics as a means of developing intramural athletics.

The boy who works hard, trains diligently, and gives up some of the pleasures of college life in order that he may play on the varsity team is publicized by the press and honored by his fellows, while the lad who prefers the easier competition offered in intramural athletics receives no encomiums. The men and women who are suspicious of success talk about overemphasis in athletics and worry because our school and college athletes subject themselves to the rules and rigors of training and competition. Dr. Pritchett in the Carnegie Bulletin on college athletics complained because he thought football was drudgery so far as the players were concerned. The boys in the "Big Ten" Conference tell me that they do not agree with Dr. Pritchett. I know, however, that there is a certain amount of drudgery connected with the mastering of any job. Johnnie undoubtedly found there was some drudgery in being put through his stunts. Probably he would have enjoyed the easy life of Jimmie, but the trained child could accomplish more than the untrained child. All Jimmie had to do was to lie in his cradle and drink his milk. Of course the time will come when Jimmie may have to hustle for his

own food and the chances are that he will then demand that Johnnie share his possessions with him.

What has all this to do with football? Only this, there are some 5,000,000 Johnnies in the schools and colleges of this country who are being put through stunts by some 15,000 coaches. If these athletic coaches do their work well, they are helping to develop an independent race of men who will share the results of their toil and energy with the Jimmies and who will not ask for help.

If, however, the coaches insist on following the principle of uncontrolled competition, which means that they will not play the game according to the rules, that they will ruthlessly ignore the rights of others; if they are selfish and think more of themselves than they do of their men and boys, then they, not athletics, should be condemned.

Are Health Education, Physical Education and Athletic Education Worth Saving?

IN these days when all of our institutions—political, social, economic, religious and educational—are being analyzed, studied and weighed in the balance, many are asking whether the educational institutions are justified in maintaining health, physical and athletic education programs. The *ATHLETIC JOURNAL* has for twelve years been presenting the Editor's convictions relative to the merits and demerits of these programs. We have on different occasions stated our understanding of the purposes and objectives of physical education and its component parts. Perhaps, however, a concise summary of the different aspects of the question as to the value of physical education may be timely.

Although some of the phases of this question require extended treatment and although categorical replies to hypothetical questions may be misleading, after all an article such as this can express only one individual's opinion. For the sake of brevity the questions and answers method will be employed.

What are the purposes and objectives of the various departments of physical education, including inter-institutional athletics, in the schools and colleges?

Before there can be any general agreement regarding the purpose and objectives of intercollegiate and interscholastic athletics, there must be a general understanding as to the purpose of education, and before there can be common agreement as to the meaning and needs of education there would necessarily have to be a common concept of the purpose of life and of what constitutes success in life. Needless to say there is a wide difference of opinion as regards the necessary ingredients for happiness or success in life. One needs but to ask this question of his friends to find common disagreement instead of common agreement regarding the best manner of securing enduring satisfactions in life.

Since even educators have different concepts of life, quite naturally they have different ideas regarding the function of the high school and the function

of the college. If anyone doubts the truth of this statement let him ask the different men and women on any high school or college faculty to define education and the purpose of the educational institution that the educator in question is associated with; the questioner will be surprised at the different types of answers he obtains.

If educators, then, are not agreed regarding the meaning of education, they of course will not agree as to the function of physical education and athletics. There are, however, two well-defined schools of thought regarding the purpose of the college. The disciples of the one think of education as an intellectual experience solely, and the disciples of the other believe in the social philosophy of education; that is, they believe the college should be primarily a socializing agency. Those who subscribe to the idea that an educational institution exists solely for the purpose of adding to the intellectual life of the students persist in maintaining that physical education and athletics are not a part of their scheme of education. Those, however, who accept the social philosophy of education more readily accept the objectives as outlined by the National Education Association and by the North Central Association. If we accept the seven National Education Association objectives, then we may quite reasonably propose that by and through a well regulated course of physical education and athletics a student might approach some of the seven National Education Association objectives.

Even though we may accept the social philosophy of education and may agree that by and through athletics an attempt should be made to improve the health of the students, to improve their ethical character and to make of them better citizens, can scientific proof be presented that the desired results have been accomplished?

While it undoubtedly is possible to show health and physical improvement as a result of the maintenance and administration of courses in health and physical education, and while we may believe that some of the intangibles that the educator attempts to bring within the grasp of his charges are worth while, yet we do not have a measuring stick for measuring or grading changes in character traits.

For instance, parents may assiduously train their child as to his manners and morals, teach him to be honest, truthful, thrifty, patient and persistent, yet such a child may in later life show little, if any trace of his early training. However, even if we cannot prove that good home surroundings and good home influences are better than influences that are unsocial, still we all believe in the favorable surroundings when we narrow the subject to encompass the interests of our own children.

In the same way, if a coach tries to teach each of his athletes to persevere and not to quit easily, to concentrate and not to let his attention wander when he is at bat, throwing goals or attempting any other feat of skill in athletics, to respect the rights of his opponents and not to demand certain privileges and prerogatives for himself that the others are denied, to play in accordance with the accepted code of rules, in short, to try to measure up to the

best standards of sportsmanship, is there any way of proving whether or not he achieves the desired results? Apparently there is no scientific method of demonstrating that if a boy studies algebra or chemistry or Latin or engages in athletic sports for a number of years by so doing he will have improved his ethical character, have become a better citizen and in short have developed his powers so as to add to the sum total of his satisfactions and happiness in life; yet we will continue to believe that it is desirable for our children to study algebra and chemistry and to play games under the right kind of leadership.

What are the main objectives of interscholastic and intercollegiate athletics?

Although there can be no question regarding the physical and health values that may be obtained by a proper participation in athletic games and sports, the physical objective is not the main attribute of inter-institutional athletic competition. Further, although there may be a correlation between physical and mental growth, inter-institutional athletics are not maintained primarily for the purpose of increasing the measure of intelligence of those who engage in them. Rather, inter-institutional athletics are of value because they develop qualities that cannot be measured by a physical efficiency test nor an intelligence test. These qualities are generally termed character traits and they are equally important with physical health and mental growth. To illustrate, a man may have a fine, healthy body and be a menace to society. Intellectual acumen does not guarantee good citizenship. A great scholar possessed of an active mind and a healthy body may still be a menace to society. Back of the trained body and the trained mind there must be that something which we call character. A man possessed of the right character will use his body and mind for the benefit of society. Athletic sports, therefore, should be used as a means of developing desirable social character traits. This is the prime function of these activities.

If it is impossible to prove whether or not character traits may be developed along desirable lines by and through participation in athletic sports, has any study ever been made designed to show the attitude of men who have engaged in intercollegiate athletics toward this question?

Yes, many studies along this line have been conducted. Professor John Stalnaker of the University of Chicago asked some 700 "M" men at the University of Minnesota whether or not they believed that their participation in intercollegiate athletics had developed within them desirable character traits; approximately 93 per cent of these men answered in the affirmative.

Until such time as we find some way of measuring personality and character traits, we will have to depend upon the opinions of those who have engaged in inter-institutional athletics by way of determining whether or not participation in competitive athletics is worth while.

Is a high school or college justified in spending the taxpayers' money in maintaining health, physical and athletic programs at this time when ap-

propriations for the maintenance of the general educational programs are being curtailed?

Certainly it is fully as important that the boys and girls, the young men and the young women who are enrolled in the educational institutions be instructed along the lines of health and physical education as it is that they be given instruction in geometry, German, art or music. Of course the man who teaches mathematics may be pardoned if he believes that nearly everything else in the curriculum could well be dispensed with just so long as instruction in mathematics is maintained. In the same way the language, music or art teacher may think that his or her subject is of prime importance. Perhaps the athletic director, also, may be prejudiced when he advances claims as to the benefits and values of his line of work. At the same time, we must believe that health and physical fitness are at least as important as the knowledge of any of the other subjects that are to be found in the school and college programs. If this is true, then certainly suggestions that the health and physical education programs be abandoned for economy's sake are unwise.

Although it may be more difficult to prove the value of participating in highly competitive athletic sports, because as previously suggested we are dealing with intangibles, yet the least we can say is that if scientific proof is needed there is just as much evidence at hand to support the claims that training with an athletic team will help a boy to become a good citizen as there is that if he studies this, that or the other subjects he will thereby improve his chances of becoming a good citizen.

Of course, inter-institutional athletics have for the most part been financed from voluntary contributions made by ticket purchasers. In some of the colleges where gate receipts have fallen off the boards of trustees have assumed more responsibility in the matter of financing the physical education departments.

Will a program of physical education and athletics that is financed solely from taxes or from student tuitions or from endowment monies conserve the educational features of physical education and athletics better than a program that for the most part is financed from gate receipts?

The answer to this question must be in terms of personal opinion. No one can safely say that the man who graduated from Institution A has been more successful than he would have been had he graduated from Institution B. Neither can anyone definitely support a conclusion that a boy who participated in intramural athletics in an institution where the department was financed from taxes is a better or worse man than he would have been if he had participated in intramural athletics in an institution where the athletic grounds and buildings were erected by the trustees and paid for out of college funds. The chances are that the boy at the University of Michigan, for instance, who enjoys the benefits of a fine physical education and intramural program carried on in buildings and on grounds that were paid for out of football earnings, does not inquire concerning the source of the money that has been spent for his profit.

NORTHWESTERN OFFERS

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Basketball coaches everywhere are familiar with the success of this pair in the Big Ten. Their teams have been top-notchers ever since their entry into the Western Conference. Coach Lonborg continued his winning habits by tying for the Big Ten championship this year. Two years ago his Northwestern team won the title with 11 victories and one defeat. In six years of coaching at Northwestern his teams have always been contenders, twice finishing on the top.

Every basketball coach should hear Piggy Lambert. This dynamic coach has been winning championships at Purdue with great regularity. He is one of the greatest personalities in the coaching world today.

TUG WILSON, Northwestern's widely known athletic director, will give his course in athletic administration which has proved popular with members of previous coaching schools.

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DICK HANLEY
Northwestern



HOWARD JONES
Southern California



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Hunk Anderson and Bernie Bierman!

Here is the largest and finest staff of football instructors ever assembled for a summer coaching school. In bringing these famous experts together, Northwestern offers an unequalled opportunity for ambitious coaches.

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It's one thing to hear a coach in the lecture room; to see him diagram plays and illustrate formations on the blackboard. But at Northwestern this summer you will actually see Hanley and Jones preparing two of the greatest teams ever assembled for the all-star football game to be played at the World's Fair.

You will see these coaches and hear them in the classroom and then you will be able to follow them daily on the practice field where they will actually demonstrate all the modern football technique that has made them such well known builders of champions.

No better way could be devised to see theory and practical coaching put together. All of the pet formations and plays of these two famous coaches will be handed out to their teams.

And what teams!

Every man an All-American or All-Conference star. Here are a few of the players who will be invited: Rentner, Northwestern; Smith, Brown and Shaver, Southern California; Newman, Michigan; Hinchman, Ohio; Kabat, Wisconsin; Moss, Purdue; Manders, Minnesota; Grey, Stanford and Sanders, Washington State.

Hunk Anderson of Notre Dame and Bernie Bierman of Minnesota will supplement the courses offered by Hanley and Jones. Both coaches will spend two days each at the school.

For further details and for making your early room reservations . . . write to

K. L. WILSON, *Athletic Director*,

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EVENTS ON THE 1933 DRAKE RELAYS
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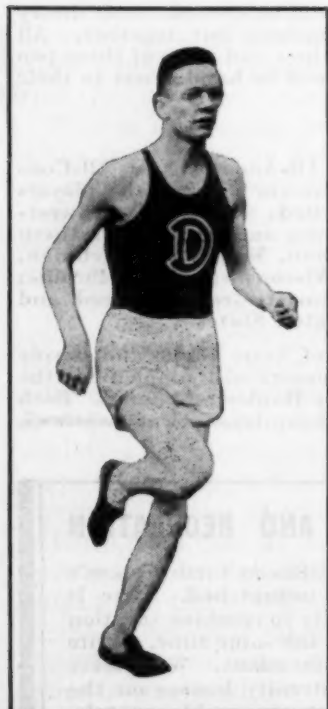
UNIVERSITY SECTION

440-Yard Relay, 880-Yard Relay, One-Mile Relay, Two-Mile Relay, Four-Mile Relay, Distance Medley Relay, 480-Yard High Hurdle Shuttle Relay.

A convention city, Des Moines hotels are accustomed to handling large numbers of visitors, but it is well to send in your reservations as early as possible to assure you of the accommodations you desire. The Headquarters Chairman, Drake Relays Committee will be glad to

For Further Information, Write to DIRECTOR RALPH

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Captain
Leonard W. Gallagher
of Drake University

On behalf of the city of Des Moines, the Greater Des Moines Committee extends a welcome to the universities, colleges and high schools of America to the Drake Relays, April 28-29. Iowa and Des Moines are proud of this outstanding athletic event of America and the world, and they will make every effort to have your stay here a happy and pleasant one. If we can be of service to you, let us know.

**The Greater Des Moines
Committee
Coliseum Building**

**Airview of Drake Campus
With Stadium and Field
House in Foreground**



THE ATHLETIC JOURNAL

OUR TH ANNUAL

RELAYS

OWA-APRIL 28-29

DRAKE RELAYS PROGRAM

THE ATHLETIC WORLD IN ACTION!

COLLEGE SECTION

880-Yard Relay, One-Mile Relay, Two-Mile Relay, Sprint Medley Relay, 880-Yard and One-Mile Relay for colleges of the Iowa Collegiate Athletic Association.

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(Separate Relays for Class A and Class B Schools.) 440-Yard Relay, 880-Yard Relay, One-Mile Relay, Two-Mile Relay.

make reservations for you and your team. Railroads have granted special round trip rates of one fare plus twenty-five cents for three or more persons from college or university towns in the middle west. The return passes are good until May 2.

FRANKLIN P. JOHNSON, DRAKE UNIVERSITY

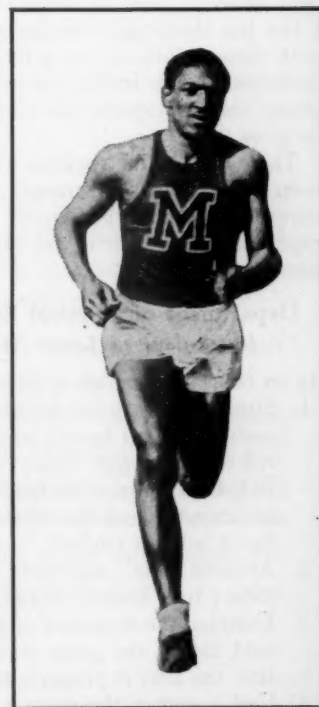


There Are Places to Go and Things to See in Des Moines

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Des Moines is large enough to have the features of a big city, and small enough to be friendly. A delightful place to live, we want you to become acquainted with the city while here.

The Greater Des Moines
Committee
Coliseum Building



Ralph Metcalfe
of Marquette U.

Clinic of Physical Education Directors of Large Cities

Instructing Pupil Officials

By Kirk Montague

Director of Physical Education, Norfolk, Virginia

SINCE the program of the Physical Education Department of the public schools of our city is unified, there is an aim to co-ordinate the athletic organization in every way possible. Every boy who is playing a sport, from the fourth grade through the senior high school, has an opportunity through a leadership system to officiate, as well as to play, the major sports as they are used in each division of the school program: in the elementary schools, soccer, dodge ball and playground baseball; in the junior high schools, soccer, volley ball, basketball, baseball, track and field; in the senior high school, soccer, football, basketball, volley ball, track and field.

To assist in developing this continuity, some general rules are laid down for these officials when they begin their duties in the fourth grade that apply to all grades of the elementary, junior and senior high schools. These instructions are mimeographed and given to each boy official to serve as a guide to him throughout his athletic officiating career and to help develop good sportsmanship. After a boy has thoroughly familiarized himself with these points, he has a feeling of self-confidence. This feeling carries over to his group and it respects his decisions when he gives them.

These are the instructions as they have been worked out from many cases. They cover the points which most often need explanations or prove the cause of disputes:

Department of Physical Education Instructions to Leader Officials

As an Official, a Leader should—

1. Study and learn the League Rules for each game and have a copy ready for reference at any time; an official's judgment cannot be questioned, but his knowledge of the rules may be unless it is letter perfect.
2. Appoint his assistants for each game; time keeper, scorer, etc.
3. Examine the condition of the ball and field before the game starts, and see that the field is properly marked.
4. Call together the team captains before the game and have them toss a coin for choice of courts, serve, etc.
5. Start the game on time; do all he can to keep the game from being slowed down.
6. Not talk to any player or spectator during the progress of the game; help the team to display gentlemanly conduct at all times.
7. Keep cool and, although quick and snappy in his decisions, never become officious.
8. Be competent, impartial and consistent, announcing his decisions in a tone that the players can readily understand.
9. Follow the play all the time, but not interfere with the players.
10. Take the play nearest him and let the other official do the same.
11. Call the fouls as he sees them, irrespective of the team committing them and regardless of the score.
12. Caution the scorer to call for a substitution only when the ball is dead.
13. Check the score and announce it between halves and at the end of the game but never notice the score at any other time.
14. Stay by himself during intermissions, resting so that he can handle the game properly.
15. In case of disputes, appeal to the teacher in charge.
16. Wear his badge.
17. After each game, see that all equipment is returned to the principal or custodian by the official in charge of that game.



Kirk Montague

Sponsoring a Sports for All Program

By H. S. Morgan

Director of City Athletics, Milwaukee, Wisconsin

THERE is no question in the minds of those who are closely connected with recreational work that recreation is education and that participation in athletics is a mighty factor in the formation of character. In building up the bodies and minds of our people and instilling in them the principles of good sportsmanship, athletic directors are laying the foundation of good citizenship.

Amateur sports have made rapid strides throughout the country. A few years ago, practically the entire athletic program of a community was furnished by the various schools in that particular vicinity. Today, municipalities are conducting city-wide athletics for all of their people.

In Milwaukee the municipally controlled amateur athletic program is a part of the recreational system of the Extension Department of the Board of School Directors. It is the aim of those in charge of the city's athletic program to interest everyone, young and old, in some phase of athletic activity. With this in mind, sports were added one by one until at this time the following twenty sports appear on the calendar: Baseball, basketball, lawn bowling, cross-country running, canoeing, curling, cycling, football, hiking, horseshoe pitching, indoor baseball, ice hockey, ice skating, roller skating, skiing, soccer, swimming (indoor), swimming (outdoor), tennis (outdoor), track and field (outdoor), track and field (indoor), volleyball.

This varied program accommodates people of all ages and in all walks of life.

Milwaukee's municipal athletic program functions in the following manner. Each sport has its own classification and rules. When dealing with large numbers of people of different ages and development, naturally the biggest problem is the matter of a just classification. After a careful study, the department found the following classification to work out the best to the satisfaction of all: Basketball—combination of age and height; all other sports—age.

Verification of ages: Every contestant, before being allowed to compete in any age classification division, must produce official evidence as to his age before he is eligible. Birth certificates, baptismal records, and notary public affidavits are accepted. After a participant has presented official evidence of his age, he need not file

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YOUR team can go places with the new Spalding Screw-On Cleat Football Shoes!

These new cleats were a sensation last year. Today, outstanding coaches in all sections of the country use and recommend them.

Here are just a few of the reasons for their popularity: 1. These cleats *outwear* any other composition cleat. 2. The cleat *locks*

to the sole when tightened. And cleats coming loose on the field are as rare as snow in August! 3. Due to their shape they will not hold dirt or mud. 4. The size of the cleat top always *remains the same*. 5. Screw of cleat and base is brass or brass plated; will not rust or freeze—and they're easy to take off and put on.

The shoes themselves are the sturdiest that ever trod a gridiron.

They're made in varying styles to meet the particular needs of all teams; they're completely comfortable all the time.

Best of all—you can equip your team with the shoes it needs at prices any budget can stand. Send now for the Spalding College and School Catalogue. You'll be able to find there complete information on this and other equipment for the coming season. © 1933, A. G. S. & BROS

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★ STORES IN ALL PRINCIPAL CITIES ★

it again even though he enters another sport. The first presentation of such evidence is filed as a permanent record.

The rules and regulations for the various associations such as football and basketball are made at the meeting of managers. Because of the fact that the athletic program is financed by the city through the School Board Extension Department, the basic policies of the various associations are more or less determined by the Department.

No entry fees are required for any of the athletic meets, but a small franchise fee is required of teams entering leagues in major sports, such as baseball, football and basketball. The sum thus collected helps defray the expenses of the umpires, scoremarkers and referees, as the case may be.

No admission is charged at any of the athletic contests or games.

Trophies for practically all of the sports are awarded by the Extension Department.

Instead of discouraging protests we welcome them. We believe that it is through the means of protests that the crookedness of teams is discovered. It has been our experience that by far the greater majority of teams and athletes are on the square, but to educate the "thief" we must first catch him. A protest board made up of prominent business men with athletic experience serves without pay and decides all protests.

In all of our league sports, sportsman-ship records are kept. An umpire or referee, as the case may be, assigned to handle a game is given a sportsmanship report card on which he is to grade the teams of the game he handles. He judges the team on its conduct prior to the game, during the game and after the game on a basis of 0 to 10, ten being perfect conduct. The records are kept confidentially. They are placed on file, and compiled and published at the close of the season.

Here are some of the results of keeping sportsmanship records: Less "crabbing" at the officials, a more courteous attitude toward opponents and a better feeling of responsibility to the organization represented, all of which make for better athletics.

Besides conducting the purely industrial and municipal types of leagues, the Extension Department also conducts the athletic program for organizations such as the Order of De Molay, Boy Scouts, Girl Scouts, Junior Optimists, Catholic Young Men's Social League, Christian Endeavor League, Newsboys' Republic and the Paul Binner Deaf School. Some of these organizations sponsor an all year around program. The different affiliated organizations have their own officers, make their own rules and give their own awards. The Department takes charge of the enforcement of their rules, provides facilities, issues schedules and handles the publicity.

The state law under which the School Board conducts its Recreation Department makes provision that the Board may co-operate with other municipal boards or

SPORT	No. of Teams	No. of Entrants	No. of Hikes, Meets, Games Played	Attendance
AQUATICS (Swimming and Canoeing)				
Indoor				
Championship Meet	4	65	1	300
South District Boy Scout Meet....	9	45	1	75
De Molay Meet....	6	72	1	350
Newsboys' Republic Meet.....	30	154	1	350
All-City Girl Scouts' Meet....	4	53	1	200
Junior Optimist Meet	11	98	1	250
C. Y. M. S. L. Championship Meet	7	35	1	200
Outdoor				
Championship Meet	9	176	1	1,100
Boy Scouts' Meet..	14	78	1	150
BASEBALL				
Outdoor Hardball Sunday Leagues..	61	1,305	515	1,207,100
Saturday Leagues..	32	402	43	13,200
Outdoor Softball Sunday Leagues..	89	899	248	70,192
Twilight League..	4	73	23	2,235
Playground Leagues	85	1,636	205	29,038
Baseball Throwing Contest .....	...	35	1	110
Paul Binner School Junior Optimist...	26	140	1	250
BASKETBALL				
Men's Leagues....	166	1,822	915	210,513
Girls' Leagues....	47	482	270	13,850
Free Throw Tournaments				
Municipal .....	...	483	1	2,050
Junior Optimist....	46	508	1	1,010
CROSS COUNTRY				
RUN	8	41	1	75
CURLING	8	32	1	225
FOOTBALL				
Sunday Leagues..	22	634	79	240,800
HIKING .....	...	87	48	1,630
HORSESHOES				
Men's Tourna- ments .....	...	75	1	900
Men's Leagues....	14	157	78	3,010
Junior Optimist Tournament	28	420	1	600
ICE HOCKEY				
Leagues.....	No league—poor ice			
ICE SKATING				
City Meet.....	No meet—poor ice			
State Meet.....	No meet—poor ice			
Newsboys' Meet...	No meet—poor ice			
De Molay Meet....	4	75	1	4,000
Junior Optimist Meet	25	175	1	
INDOOR BASEBALL				
Men's League....	26	382	124	36,030
Girls' League....	29	326	91	7,865
LAWN BOWLING				
Singles Event....	...	36	35	750
Rink Event.....	11	44	10	
SKIING				
Adult and Juvenile Ski Jumping...	No tournament—insufficient snow			
SOCCER				
Spring Leagues...	21	328	93	43,260
Fall Leagues.....	19	302	54	27,800
TENNIS				
Outdoor				
Men's Singles Tournament ...	...	139	138	4,058
Men's Doubles Tournament ...	64	128	63	
TRACK AND FIELD				
Indoor				
All-City Meet....	10	175	1	600
Outdoor				
All-City Meet....	7	150	1	800
Newsboys' Meet..	32	160	1	200
Paul Binner Deaf School Meet....	...	97	1	110
Junior Optimist...	26	140	1	250
VOLLEY BALL				
Men's League....	8	80	50	4,700
Girls' League....	32	343	120	7,925
Junior Optimist Tournament	31	310	24	625
TOTALS	1,075	13,397	3,250	1,938,790

commissions and have jurisdiction over buildings or grounds usable for leisure time activities, the School Board furnishing the instruction and supervision.

On the strength of this provision, games of the various leagues are played and athletic meets are held in the city parks, and indoor swimming meets are conducted in the natatoria of the Board of Public Works, the School Board doing the organization work and furnishing the officials. Much of the success of the municipal athletic program in Milwaukee is due to the splendid co-operation of the Milwaukee Board of Park Commissioners in furnishing play fields and police patrol of these fields.

A glance at the 1932 Statistical Report in the second column will give some idea as to the popularity of the various sports.

While Milwaukee has much upon which to look with pride, it is still far from its goal. There is still a stupendous job ahead. Some sports are still unorganized. Thousands of citizens must still be awakened to fulfill the Department's slogan "SPORTS FOR ALL."

Supervisory Sidelights on Physical Education

By W. A. Kearns

Director of Physical Education and Superintendent of Recreation, Public Schools, San Diego, Calif.

SUPERVISORY responsibility in public school physical education work, especially when it must be combined with coaching of athletic teams, as is often the case, requires clear thinking and careful annual planning. The degree to which the situation becomes complicated depends upon the amount of assistance available, and somewhat upon the size of the school system.

Some items of primary importance in connection with such supervision are the following:

1. Formulating the program, or course of study.
2. Securing proper balance between extra-curricular, regular class and intramural activities.
3. Creating respect for and interest in the whole physical education program among other teachers, principals and administrators.
4. Encouraging professional growth on the part of teachers engaged in the work.
5. Guiding community attitudes and publicity regarding the function and value of school athletics.
6. Co-ordinating the school program with work of kindred organizations which carry on health, physical education, athletic and recreational services.

It would be difficult to arrange the above items in the order of their importance. I have tried to do so in formulating an annual policy, but so much depends upon the

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CLYDE LITTLEFIELD

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FRANK CARIDEO

for two years an All-American quarterback, now head football coach at the University of Missouri. He will teach field generalship, of which he is a master and specialize in back-field play, punting and passing.

MORLEY JENNINGS

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size, athletic equipment and geographical location of the city that in this article I shall not venture to rate the importance of the items.

The program, or course of study, is rich in educational possibilities. Grade placement of students by assignment of physical education periods first on the individual student program is an ideal toward which to work. Activities to suit the age and physical ability of pupils, with a minimum of repetition term by term, is the possible goal. Such programming allows proper consideration to be given to the health of pupils who may need light schedules or complete rest more than active participation. The health and physical well-being of the pupil is of first concern.

Securing proper balance between extracurricular, regular class work and intramural activities is a live issue in most school systems. Often there is conflict between interest in competitive teams and regular class work, with severe loss to both. Much could be, and has been, said on this subject. It does not seem reasonable that the carrying on of good educational procedure in regular class work should involve less attention to a properly conducted program of athletic competition. Such a program can be made the most powerful interest and influence for good morale, in the majority of student bodies. It is incumbent upon our profession to be generous and broad in avoiding conflict at this point. All in all, teaching skills, bringing about gala days of competitive games with seasonal after-school intramurals, is another way to train future citizens in the wise use of leisure time, of which we have much.

Creation of respect for regular physical education work is sorely needed in many systems. The popularity and publicity attending competitive activities complicate this problem, and form one of our professional pitfalls. There is no substitute for the golden rule in this matter. If real interest is shown by those in physical education in the whole school program and in the fellow teacher who is most generally absorbed in his particular subject, good will and co-operation will follow. It is one thing to have directing authority in public education, and it is another to be able to bring about desired ends by patiently gaining sympathetic co-operation. This latter must be an accepted technique if educational progress is to be made.

Professional growth is so obviously necessary that it hardly needs to be emphasized. If our work is to have its place in the sun, trained and continually improving leadership is imperative. The supervisor must lead in professional organization, encourage summer school attendance and taking of leaves by teachers for advanced study. Membership and active participation in professional educational associations should be considered a duty and a privilege. Personal interest in the

advancement and growth of teachers is of fundamental concern.

It has been truly said of some communities that the sports scribes "hire and fire the coaches." Regardless of the status of a situation, of course this should not be the case. How to turn and use this editorial interest for best results is the problem. One solution is an announced policy with constant publicity stressing "a game for every boy and every boy in the game." It must also be made clear that principals and school administrators are really in charge, rather than the public press. Winning teams are only a part of physical education responsibility. Sportsmanship and courtesy are as important as, or even more so than, winning or losing games. School teams are not organized and coached to benefit politicians or to sell real estate. Athletic contests have a far-reaching influence for good, and selfish or ill-advised hands must not be allowed to gain control over the situation. Civic pride and interest are of value, but school activities belong to the schools.

In the field of public recreation, especially, there is opportunity for close coordination with public school physical education. The whole problem of providing constructive leisure time activities is being increasingly recognized as a responsibility of schools and municipalities. Joint supervision and use of grounds, fields and buildings, make possible definite economies and advantages to all concerned. Where reorganization is contemplated for purposes of economy or enlargement of program, the combined city and school recreation and physical education set-up is worthy of serious consideration.

Close contact with child health work is also of vital concern to the physical education group. Social and recreational agencies need and have a right to expect sympathetic co-operation and professional fellowship from the school group.

Pupil Leadership in Elementary Schools

By Arnold F. Fink

Director Health and Physical Education, Lancaster, Pennsylvania

THE pupil leadership program described below is that carried out in the Lancaster Elementary Schools.

At the beginning of each semester, all boys in each elementary school from grades four to six meet for the purpose of electing a play leader. A similar procedure is carried out by the girls. Then individual meetings are held by each physical education class for the purpose of electing a class leader, either boy or girl. This class is then broken up into four squads, each squad electing a squad leader, either boy or girl. All of these elections are most dignified and colorful.

The duties of the play leader is, briefly, to assume complete student responsibility for the physical education program, which

includes organization of the indoor and outdoor recess, supervision of the before- and after-school period, caring for equipment, directing class and squad leaders. He functions, of course, under the direction of the physical education teacher. The class leader is responsible for his individual class period and at other times works under the play leader. The squad leaders are responsible to the class leader during the physical education period and to the play leader at all other times.

In addition to the above, each school has an organization known as a Health Council. This group is composed of the principal, physical education teacher, an academic teacher, nurse, janitor and the above student leaders. The Council functions under a definite constitution, possessing officers and set duties. Its members meet twice a month.

Let Us Take Inventory of Ourselves

By Frank J. Beier

Physical Director, Public Schools, New Orleans, Louisiana

SOMETIMES I wonder whether we are beating around the bush and raising a hubbub over nothing. With our confidence shaken, we are grasping like a drowning man at the proverbial straw. We are trying to keep ourselves from being submerged, in fact from being sunk in this slough of despondency, called the depression.

We sought health and we looked to the medical world; we heard science and it told us to get the milk and oatmeal habit. Then health fads of all kinds began to develop. We ate an apple a day to keep the doctor away. We brush our teeth twice a day and see the dentist twice a year. We have become so familiar with germs, microbes, vitamins and calories that we have the temerity to call them by their first names, yet we are still groping and grasping for the straw to save ourselves and physical education.

We hear a kick of some kind, and in order to be right we change the rule in a game; we change our diet because some one says too much sugar will cause us this or that ailment. We load ourselves with antitoxin vaccines and aspirins until at last the physical system revolts and we become nervous wrecks. Why? Simply because we are still groping for the straw and chasing the will-of-the-wisp.

Stop! Let us stretch our legs downward and see if we can touch the bottom of this pool of indecision instead of thrashing around. Let us reach our hands toward shore and see if we cannot swim in. We have raised our hands toward Heaven and have been gesticulating for fear that we would reach our end, the end of physical education, and be lost in other educational maelstroms. Yet we know that the best way to reach death in water is to reach



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toward Heaven instead of stretching out for shore.

Remember, whether you believe in evolution or not, that physical matter must have been present before we began to think. The body must be present before it can house the mind. This is a physical world, even though mind is admitted to be more powerful than matter.

We have permitted mind to develop and the body to lag behind. Yet, if my memory of history serves me well, there was a time when even the mind almost went to sleep. We call this period of time the Dark Ages. With the mind in disuse and the body subject to abuse, it is a real wonder that the Renaissance was able to raise its head out of the mire of ignorance.

Let us try to keep our feet on the ground. Let us accept the discoveries of science. Let us use them, but let us not forget the physical body. The body is the gift of God. It is the most perfect gift. It is the most perfect thing created. There is no other thing, animal, machine, or what not that can approach it in perfection.

Is there any machine so created by man which has the attributes of man—one which can think, act, work, play, replenish itself; is self-feeding, self-propelling, self-operating, self-determining as is man? Birds or beasts come near, as comparative things, but never really close enough to make a comparison because *mind* in man causes us to disregard the comparisons. Any machine created by man is sooner or later thrown into the discard, because without the aid of man it is worthless. It may be more accurate, more dependable than

man, but it cannot start of its own accord; it cannot replenish its used parts. It becomes worthless without the aid of man power.

Man, therefore, with all of his faults is the most perfect creation, and if we but consider him and improve his physical being without allowing the mind to be disregarded we will have a tremendous task ahead of ourselves.

We must realize that with the invention of each new machine we are increasing the leisure time of man. Let us not forget that fads and new "isms" are but passing fancies. Let us deal with man and see what we can do to overcome the outstanding defects. Let us try to take care of his leisure time by teaching him the rules of games, teaching him methods of keeping the body fit, by showing him how to live correctly and enjoy life, not in extreme but always in moderation yet not monotony.

Let us keep him fit and keep him away from the doctor. Do not take this to mean that I have any grudge against the doctor, because the doctor should be here in case anything goes wrong with the man's working organs. He is the expert to whom we must go for advice and help. But we, as physical directors or conditioners of man, should see that he has little need for a doctor.

Our slogan should be: "It is cheaper to keep fit than to pay a doctor to cure you."

Therefore, let us develop the physical side of man; help to correct the fat and flabby man; help to correct the anaemic

man; help to correct all who do not come up to a physical standard of perfection. Let us help eliminate all misfits, by making them conscious of the beauties and perfections of the human being. Let us make man feel the consciousness and the thrill of accomplishment and results through physical effort.

If we look into the eyes of the boy who has just romped in the snow, or has just come from an invigorating swim, we will see mirrored back at us the joys of life.

This is our task. We must see that man learns to live with and within his physical being. We must not cast all of our old types of exercise and work overboard into this sea of restlessness. We must not accept every new stunt, just because it is new. We must keep abreast of the times, surely, but we must not forsake the old standards.

As physical directors, we should weigh and take stock of ourselves and see that the work that we offer is interesting, beneficial, safe and sane. We must be sure that we have faith in ourselves and know our subject well enough to put it across. We must be able to live up to our own teachings.

Take inventory of yourself and determine whether you are a fit person to teach physical education; be a real man or woman. But do not become a "model" man or woman, because one definition of a "model" is "a small sized imitation of the real thing." In other words, be human, do things in moderation, be yourself, try to be good in being as well as in performance.

How the Football Rules Committee Functions

By Floyd A. Rowe

Secretary-Treasurer, District Board, Northeastern District, Ohio High School Athletic Association

MEETINGS of the Football Rules Committee of the National Collegiate Athletic Association, held at Green Hill Farms, Overbrook, Pennsylvania, February 11 to 13, 1933, started with a dinner meeting Friday evening, at which time all those admitted to the Rules Committee group came together for the first time officially. From that time on, the group remained intact until the closing meeting. Meetings were held on the following schedule:

Friday Evening—Preparation of agenda.

General discussion of procedures. Passage of resolutions, etc. (This meeting lasted from dinner until 11:30 P. M.)

Saturday Morning—8:00 o'clock breakfast, private dining room, no one present excepting Committee members, followed by rules meeting until 12:30

o'clock.

Lunch—1:00 o'clock, followed by rules meeting until 4:45.

Dinner—6:30 o'clock, followed by rules meeting until 11:30 P. M.

Sunday Morning—9:00 o'clock breakfast, Rules Committee meeting following immediately thereafter. Session until about 11:30.

Meetings were conducted in an informal manner and yet with maintenance of order so that every member of the group heard all of the remarks of every other member of the group directed to any particular subject. The formality of securing recognition of the chairman was only necessary a few times because of the fact that the entire group extended the courtesy of personal expression of opinion to every other member.

When the chairman called upon any individual to speak on any subject, utmost attention was given the speaker at all times.

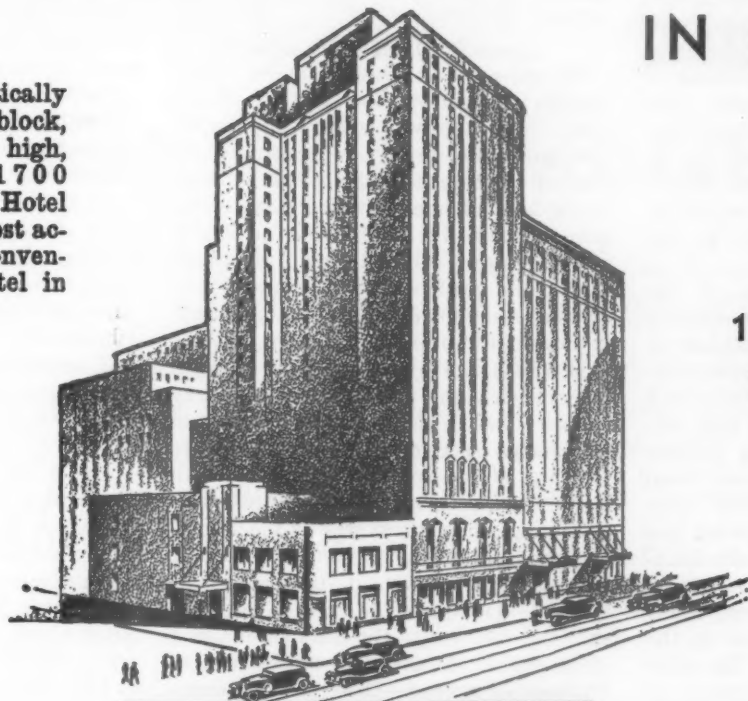
Another matter which it seems is worthy of comment is the manner in which the rule changes themselves were passed upon. First of all, each item was freely discussed. If there seemed to be any unanimity of opinion that changes in the rule in question should be made, the matter was included in the agenda for the next day and further discussion was again invited at that time. This was done for the express purpose of permitting every one ample opportunity to think through any suggested change for the purpose of bringing further light upon the matter at a following meeting.

When any noticeable amount of oppo-

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sition made itself known to any change, it was usually disposed of by the statement of the chairman that "Since this is opposed, it will be brought up for discussion at another time," or "No change will be made at this time."

Preparation of Agenda

Some weeks prior to the meeting, every member of the Rules Committee was given notice by the secretary to the effect that, if he had suggested rules changes, these suggestions should be forwarded at the earliest possible time. These suggested changes then were included in the agenda, rule by rule, section by section.

At the time of the opening meeting of the Committee, members present were asked if they had further suggestions they wished to have included in the agenda. Some few members had received suggestions since mailing lists to the secretary. These suggestions were placed in the agenda in the proper places.

This method of preparation of the agenda gave every member an opportunity to include suggestions for presentation to the group without the mark of personality; that is, in general, no member of the Committee knew which member had presented any one of the suggestions. It later developed that recommended changes were either made or discarded entirely upon their merits. In certain instances, the chairman freely called upon certain members to present their viewpoints on certain suggested changes since they, being interested, could better present them to the group than could the chairman. The point of interest, however, is that in general all suggested changes were considered entirely impersonally. This is an important item to bear in mind.

Meetings—How Conducted

After the preparation of agenda as described, the discussion of rules followed in a most orderly fashion, beginning with Page 3, Rule 1, Section 1, and going on through the book in order, referring from time to time back to another rule, or over to another rule not yet reached. Discussion was always continued by this definite progress through the book, rule by rule, section by section, and page by page.

Committees

In general, the actual work of the writing of the rules is done by a committee known as the "Codification Committee." Rules in which changes were to be made were discussed until there was a clear understanding as to just what the change was to be. When this point was reached, the matter was referred to the Codification Committee. It was the duty of this committee to word the rule properly and to make such changes in other rules as might be necessary in order to carry out the intent of the change of the rule under discussion.

There was another committee to which controversial matters were referred for consolidation and further discussion. This

committee was known as the "Standing Committee." Such matters as the side line zone change, on which a variety of opinion had been expressed, yet where majority opinion favored some change, were referred to this committee. It became the duty, then, of this committee to discuss these matters with those presenting diverging views, and out of these views to draw up and recommend rules for unanimous adoption.

In general, however, the work of the Rules Committee itself was done as a committee of the whole.

Attitude of the Committee

As mentioned in the topic under "Preparation of Agenda" the attitude of the Rules Committee was entirely impersonal. The group was gathered together for the distinct purpose of making such changes in the football rules as would make of the game of football a better game for players and spectators. The attitude of the group was highly professional in regard to its concentration upon this one point; namely, its desire to improve the game of football.

(I would like to make this one personal observation at this point. I have had many opportunities in my twenty-five years of educational service to attend committee meetings of one sort and another. With but few exceptions, I have never attended a meeting where there was as much concentrated attention given the matter at hand as was shown at this particular meeting. Of course the type of membership and the size of the committee had a great deal to do with this atmosphere of professional interest—there being no members of the group who were not conversant with the duty at hand and intensely interested in it.)

The attitude of the entire group toward the secondary schools was a particularly interesting one. Without thought that a secondary school man was for the first time in attendance as an invited spectator, almost every member of the group, at one time or another raised the question as to how this or that suggested change would affect the secondary school boy and the secondary school game. At first I was actually surprised by this attitude of real interest in the secondary school angle of the rules. It soon became evident, however, as time passed on that the attitude was a real one and that it had without question been present in all other meetings up to this one I was privileged to attend.

Facts About the Committee Itself

The actual Committee which met and discussed the rules this year was composed of men who together represent the following types of football experience:

- 121 years—rules making
- 116 years—playing experience
- 423 years—experience in football officiating, coaching, or directing
- 660 years—total interested experience

It was interesting to note the Committee at work. Some question would come

up relative to a certain rule. Almost immediately some one would raise the question as to whether any one had ever seen the condition described occur. Oftentimes, the reply would be "No; no one has ever seen the thing happen." When this situation was the case, the rule was usually left as it was without further discussion. After all, if in 660 years of closely observed football a certain thing had not happened, there is little chance that it will happen at least in the next year.

So it was with the work of the Committee. When one stops to consider the fact that the men there represented 121 years of rules making experience with approximately 540 years of playing, coaching, officiating and managing experience, one begins to realize the actual power the Committee has to present to football from a rules making standpoint.

Rules Discussed

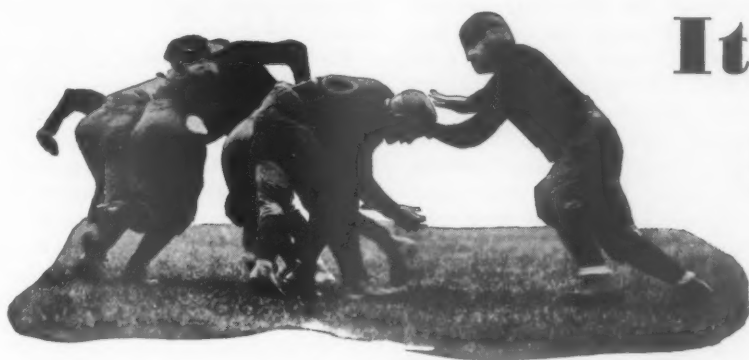
There were actually forty-three sections of the rules taken up and discussed at considerable length as separate, distinct topics. In addition to this, almost every other rule and section in the book came up for at least discussion in regard to whether or not any one saw any reason for a change in it.

Under the administration of the Rules Committee, members may not give out information in regard to rules discussed. Therefore, this report will cover only the discussion on the two rules which the Rules Committee agreed should be given out prior to the issuance of the rules themselves. These two rules are as follows:

First, change in the wording regarding clipping, making all blocking from the rear clipping, and changing the penalty from twenty-five to fifteen yards. This was done because of a desire to save players from injury which might result from blocking from the rear.

The other rule in which a change was made was in regard to the marking of the field affecting the position of the ball after certain types of play. Two side zones—10 yards in width—were established to be marked as the 15-yard lines are now marked. Whenever a ball becomes dead in either of these 10-yard zones, the ball is to be immediately moved out to the 10-yard line. Even should a player run out of bounds, the ball will be taken in only 10 yards.

The purpose of this rule is to make unnecessary the side line play by which a team, finding itself near the side lines, steps out of bounds with the ball in order to secure advantage by having it carried in 15 yards. The monotony of this play and its general uselessness were discussed at length, and after two other proposals, the 10-yard zone was established. There was also the safety element to consider. Offensive players under the old rule made extraordinary efforts to carry the ball out of bounds to gain the 15-yard position advantage. Defensive players, on



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the contrary, made the same extraordinary efforts to effect the downing of the ball in the field of play close to the side line. This condition affected the safety of the players. The change in rule then should be beneficial from an injury standpoint.

Recommendations

It certainly seems that the secondary schools should continue to maintain advisory membership in this group. Certainly no secondary school group of men can be got together who could possibly compare in rules making experience, football knowledge, etc., with the men on the Committee. For purely selfish reasons, therefore, secondary schools should continue to maintain this advisory contact, if possible.

Supposing, then, that the secondary

schools continue this advisory membership, it would seem wise to offer the men who are to represent the secondary schools' opinion an opportunity to secure secondary school thought regarding rules changes from substantially the entire United States, these suggested changes to become a part of the agenda of the meeting, the same as suggested changes coming from other sources. From my experience, I would certainly say without hesitation that any suggestions presented to the Committee, having behind them any foundation in the consensus of secondary school people, would receive most careful attention. In my judgment, it would be entirely unnecessary to have a secondary school man or men present to secure a fair and complete hearing for any suggestion.

Certainly there were suggestions presented and given fair hearing that came from people not present and having no representation.

Probably the means of securing this majority of opinion at least expense would be through the various states affiliated with the National Federation of State High School Athletic Associations. Since there are states not represented by the National Federation, the opinions of those states should also be secured through their state organizations and presented along with the suggestions of the states affiliated with the National Federation. This seems advisable because of the fact that secondary school opinion is desired and should be expressed, whether or not membership in the National Federation is involved.

Conducting an Intramural Athletic Program With Limited Facilities

By H. Harrison Clarke

*Director of Intramural Athletics
Syracuse University*

THIS article is written primarily for those intramural directors who are handicapped by limited facilities in conducting a program of intramural athletics. The situation outlined and the comments made are pointed at college and university conditions, but it is felt by the author that they are also applicable to secondary schools. It is unquestionably true that many intramural departments are faced with the necessity of promoting an athletic program for all students with few facilities available for doing so. Perhaps some considerations drawn from the bag of experience may be helpful to others who are faced with this problem.

The major premise in this situation will be the number of students that may be accommodated in the program. The intramural program is designed to supply opportunities for all students to participate in sports. Its inception in many places was an answer to the criticism leveled at the intercollegiate branch of athletics, which is that the training of a few physically superior students is emphasized, while the majority of students with average or inferior ability are neglected. Of course, intramural directors keep other objectives in mind, such as: protecting and improving the health of students through physical examinations and careful supervision of the more strenuous sports; insuring the realization of the social and character values inherent in athletics; and promoting sports which will be valuable for leisure time use, and which will act as carry-over sports for later life. However, as stated, the major consideration of

this article is the number that may participate in the intramural program. In what way may the largest number of students be accommodated?

A Typical Situation

AT the outset it would be advisable to consider the nature of a situation where facilities are limited. This may not be the average condition, but it is at least typical of many places known to the author. In a number of schools, one gymnasium only is available for all athletic use, while the number of playing fields may vary from one to three or four. A university with three fields would be in much the same situation as a high school with one. In either case, the representative teams quite largely monopolize these facilities.

In a typical university situation, the one

large gymnasium floor may be used afternoon and evening by the freshman and varsity basketball teams. If three athletic fields are available, they are often used by freshman and varsity football and soccer teams in the fall, while the stadium remains idle for the purpose of keeping the turf in condition for Saturday football games. In the spring, these fields are used by the freshman and varsity baseball and lacrosse teams, while in the stadium spring football and track hold sway. A swimming pool is also available in most cases, and possibly a few tennis and handball courts.

In many educational institutions, the administration will not permit a radical disturbance of the varsity sports' program, even if that disturbance is justifiable from the standpoint of the greatest benefit to the largest number of students. Consequently, the intramural program must be sandwiched into the varsity schedule of practice. The problem here is to organize an intramural program which will include the majority of a student body numbering approximately 2,500 men.

Survey of Facilities

THE first step that the director should take in developing an intramural program with a situation as outlined above is to survey the extent to which the available athletic facilities are being used. He should familiarize himself with the varsity teams' schedules of practice and games, the fields or floor areas being used and the hours at which they are used. He should discover whether additional



H. Harrison Clarke



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small areas may be found which could be used. In this way, every play space may be charted and a time schedule established. The director may thus determine when and where games may be played and insure the maximum use of all available areas.

Such situations as the following may be discovered to prove helpful:

1. A number of small areas may be discovered which can be used for certain games. For example: touch football may be satisfactorily adapted to areas as small as 125 feet by 200 feet. This would allow for the use of small spaces, and it would be possible for three games to be played simultaneously on a regulation football field. Playground ball may also be played on these fields in the spring.

Horseshoe pitching courts may be placed in odd corners, and, incidentally, the cost for this activity is slight. Horseshoe pitching can and should be made readily available to the students. If pitching spaces are placed in close proximity to the various college buildings, they will be used largely by students for informal play. This procedure is very satisfactory in practice.

2. A study of the various intercollegiate schedules may indicate that fields or floors are vacant on Saturday afternoons when teams are away, or when games are being played in the evening. The intramural department may readily utilize these spaces for its games, and many contests may be scheduled for this time.

A survey of the practice schedules of varsity teams may also indicate opportunities to schedule intramural games. In the fall, for example, it may be the custom of the varsity football team to practice in the stadium the day before a game. If this is the case, the regular football practice fields are idle, and intramural games may be played on them. Also, when intercollegiate teams are on road trips, they may leave a day or two in advance of the game, and thus make available fields for intramural competition. Other situations of a similar nature may be discovered from a study of varsity practice and game schedules.

3. In this survey of facilities, it may be discovered that play areas are idle during certain hours of the day. Unfortunately, in many colleges and universities, it is difficult to schedule intramural contests earlier than 4:00 P. M. Consequently, both intramural and intercollegiate teams need the facilities at the same time, so that this source of gaining additional play space has very definite limitations. However, in a pinch, it would be possible to schedule basketball games during the dinner hour at night and on Saturday afternoons, and baseball games in the early morning and during the twilight hours of the evening. In this respect, daylight saving time in the spring is a big help.

4. It may be possible, perhaps, for cer-

tain of the intercollegiate teams so to organize their practice that they can double up on the use of play space, thus releasing certain areas for the intramural department. A suggestion would be for freshman and varsity teams to practice together either all the time or on certain days. Possibly, too, the stadium could be used. This is often objected to in the fall, as has been suggested, but in the spring this objection is not so serious. Also, fall track should be given serious consideration as an intramural sport as the track is usually idle in the autumn.

5. The use of facilities by "off-season" varsity teams is open to very serious question where facilities are limited and such use would necessitate a curtailment of the intramural program. Spring football and fall lacrosse come under this category, and should be strenuously objected to by the intramural department. That these sports monopolize facilities for a comparatively few students during their regular season is enough without making it a year-around proposition.

Choice of Sports

STUDENTS are primarily interested in the recreational aspects of the intramural program, and physical development is a minor consideration. (This was definitely determined at Syracuse University through a questionnaire sent to all intramural managers.) Students are far more interested in going out and playing a game for the sport involved than they are in going through a period of training in preparation for the contests. Sports that require training for participation, and certain ones should if they are to be used, do not attract the students as do the recreational sports. For this reason, track meets, cross-country runs, boxing, wrestling, football and rugby will not receive so large a *student participation* as will basketball, touch football and playground ball.

The cue here for the intramural department is to promote the highly recreational sports first, and, if conditions and facilities permit, the more vigorous sports later. Furthermore, sports that require conditioning necessitate the use of play spaces for practice, which would also mitigate against them where play areas are overcrowded.

Although students naturally rally around the recreational sports, it should be kept in mind that practically any sport may be made popular if accompanied by high-pressure salesmanship in the form of publicity. Interest must be artificially created or tradition developed through the emphasis placed on certain sports in the varsity program. An outstanding personality on the coaching staff may also be influential in popularizing such sports as football and cross-country running.

Organizing Competition

THE only excuse for the use of the tournament type of competition in an intramural program is when time is short or



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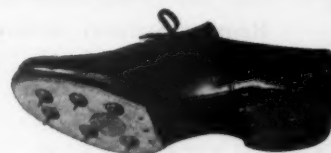
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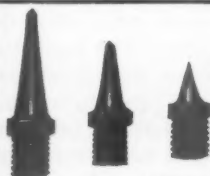
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where facilities are limited. The tournament violates the fundamental intramural principle of equal participation for all students, as after the first round of play, one-half of the contestants are eliminated. Thus, only one-half of the contestants participate in more than one game. These are supposedly the poorer players, or else they would not have been defeated. Consequently, not only do we eliminate the majority of our players but we also emphasize competition for the better athletes. This is exactly the criticism leveled at the varsity athletic program—"emphasis on a few superior athletes."

League or round-robin play, however, meets this criticism with an equal opportunity for each student, as all play a series of games or matches. To determine championships in any sport where the number of teams is greater than may be entered in one league will necessitate the better teams playing a few more games in inter-league play-offs. However, all teams should be allowed to participate as often as the time and facilities will permit.

Placing the entire emphasis on winning, as is the case in tournament play, is also a mistake. To be sure, winning is important, but the intramural emphasis is avowedly on participation. The more thoroughly students realize that the intramural program is their opportunity to play for the enjoyment of the game and to benefit from social contacts in meeting other students, the more successful will be the results. The usual tendency to emphasize winning is evidenced in a number of ways, as, for example, through awards, point systems, the establishment of championships, and even keeping the scores of the games. A certain amount of this emphasis is necessary, but, as the number of students increases who play the game because they like it, the greater the success that will accrue to the program and the fewer the teams that will forfeit their games. Intramural departments should, therefore, promote this attitude among their students, and the elimination of the tournament type of play is a step in that direction.

There comes a time in most intramural programs when it is a choice of eliminating a sport altogether or conducting it with the fewest possible number of games. The elimination tournament at such a time may be justified. The director, however, should study his playing dates and spaces carefully to be sure this is the only alternative. In some cases, it may be advisable to abolish the sport from the intramural program entirely. For example, if the university has but two handball courts that are in continuous use by students for informal play, it is questionable if they should be scheduled for use by the department. The students are receiving great value from their use without organizing them for competition.

It may perhaps be advantageous to in-

dicate the number of games necessitated by the various methods of organizing competition.

The tournament plan is the shortest method of arriving at a championship. Small leagues are a little better, however, as all teams play more than one game, and only a few more games are necessary. Probably the best method of organizing competition is to form leagues of five and six teams. This will allow all teams to compete continuously for a longer period of time. The aim should be not only to get student participation, but to allow for continued participation by all students.

The month of March is often an idle athletic month, as it comes between the winter and spring seasons. Winter intercollegiate programs are at an end and it is too early for the spring sports to begin. In determining the number of games to be played during the winter, this month should be given special consideration by the intramural department. Without careful planning in advance, it is easy to allow gymnasium facilities to remain idle for two or three weeks during this time. Leagues should be made large enough so that play will extend to the beginning of the outdoor program in the spring.

Miscellaneous

A NUMBER of minor considerations may be noted which will help increase the effectiveness of the intramural program and make it available for a larger number of students. One of these considerations is to shorten the periods of the games, or to play a fewer number of innings. By playing six-minute quarters in basketball, a game may be completed in three-quarters of an hour. Thus, the efficiency of the basketball courts may be increased 25 per cent. Four games may be played in the time required for three games of regulation length. Also, a baseball game may be played in from one hour to one hour and one-half.

A second consideration applicable to basketball is to play cross-ways of the court. Two, three or four games may be played simultaneously if different toned whistles are used. It would be possible for sixty-four basketball teams to play on a single Saturday afternoon on the same floor, if four courts may be used.

Conclusion

UNQUESTIONABLY, facilities can be utilized to a greater extent than they now are in many places. The suggestions made in this article are not all-inclusive. A careful study of this problem will indicate many ways to develop intramural competition. Intramural men naturally dislike using the leavings of the intercollegiate program, but often one cannot be the chooser. The intramural director should attempt a more equitable division of play facilities, or the purchase of additional play areas for use of his department. In the meantime, available facilities should be used to the maximum.

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By **WARD L. (Piggie) LAMBERT**

Head Basketball Coach, Purdue University

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In my estimation, the book is of immeasurable value to the young coach who is just starting out, as it places plenty of emphasis on certain fundamentals which are likely to be overlooked. I have studied the books of several noted basketball coaches and sincerely believe that Mr. Lambert's book is the most satisfactory from the viewpoint of both coach and player.

I believe that the book is very suitable for and adaptable to high school players, as it is written in a very direct manner, is well filled with diagrams and illustrations and contains very little "fill in" material.

The outstanding points of the book as I see it are:

1. The space and attention given to fundamentals. (Many books give very little attention to fundamentals, placing most emphasis on offensive plays, offensive systems, different defenses, etc., which, in themselves, are of little value unless the correct emphasis has been placed on fundamentals.)

2. The correctness and exactness used in explaining the Purdue fast-break system.

3. The excellent use of diagrams.

There are many other fine points of the book, but the ones mentioned are especially so to me.

From an Ohio Coach

From a coach's standpoint, Mr. Lambert's new book on basketball contains interesting material on every phase of basketball technique. Outstanding in the book is the material covering all the fundamentals of basketball, knowledge of which is the underlying reason for Lambert's success as a coach. A team must be master of the fundamentals to gain the top in basketball.

Mr. Lambert has illustrated his discussion on the various pivots and other maneuvers so that even the average school boy can understand and perform each play. Coaches and players alike will benefit greatly from a careful study of this book.

From an Indiana Coach

I find that *Practical Basketball* is an extraordinary book on the game. It contains sound material that a coach can use. The book is well named. Most of the books on basketball are on the theory of the game and not practical basketball. The illustrations are almost perfect, and each fundamental is well taken care of in every case.

Every member of my first squad read the book and each one said that the book was easy to understand. The players received a great deal of knowledge from the chapters on defense, offense, team defense and team offense.

I keep the book in the varsity dressing room and always before or after each practice I find someone looking over the material.

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From an Indiana Coach

I consider Mr. Lambert's book, *Practical Basketball*, as the outstanding book of its kind on the market at the present time. I make this statement after having made comparisons with similar books written by and

I consider the book outstanding in the following points:

1. It is complete. (It covers all fundamentals and several different styles of play.)

2. It is explicit.

3. It makes the complicated fundamentals and styles of play appear very simple.

4. It may be used advantageously by anyone who is coaching basketball, regardless as to whether he is a high school, prep school or college coach.

5. Several of my players who have read parts of this book have remarked about the clearness of the explanations and the assistance which it has been to them in mastering fundamentals.

From a Pennsylvania Coach

Just a word of commendation on the splendid book which you released for the benefit of basketball coaches. *Practical Basketball* is a winner; truthfully the most useful book of any of my large collection on the subject of basketball. I am sure many other coaches must feel the same way about it.

I am most anxious to take a course in coaching this summer under your personal direction. Will you be good enough at your convenience to write me where you will conduct courses this summer and their approximate dates?

(From a personal letter direct to Mr. Lambert.)

From an Indiana Coach

The book is very satisfactory from both a coach's and a student's viewpoint. It has many outstanding features which make it useful for everyone. The arrangement of the book pleases me very much. Mr. Lambert has broken the game of basketball up into its several fundamental techniques, such as passing, shooting, offense, defense, etc. He discusses each of the phases in their practical detail. This is an ideal arrangement for the coach, for it enables him to brush up quickly on any of these departments.

I also like Lambert's idea of giving several drills at the end of each discussion on the various fundamentals. We all realize that drills are necessary to establish basketball fundamentals with our players, but at times we coaches are at a loss for the correct drill for our players. The book solves this problem.

The ATHLETIC JOURNAL PUBLISHING COMPANY
6858 Glenwood Avenue
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for APRIL, 1933

Spring Football Tournament

By Olan G. Ruble

High School, Forest City, Iowa

UNLESS some motive is established there is never the desire to achieve any great skill in spring football. A game at the end of spring practice is sufficient motivation for the select group, but does not provide an equal opportunity for the younger or undeveloped student. I have found that some sort of tournament in addition to a regular game will create a much greater interest.

To make the tournament a success several things must be kept in mind. (1) It must be conducted in such a manner as not to place too great a premium on purely physical ability. (2) It must not contain elements which handicap greatly the individual of smaller size. (3) As far as possible, all of the events should be scored objectively. (4) The individual score should not be posted or given out until the tournament is completed. The reason for this is that an individual may lose interest and not compete so well if he thinks his score is low early in the tournament. (5) Any awards to be given out should be displayed before the tournament begins and handed out as soon as it is completed.

The following plan of events is one devised for a high school of 225 students with a turn-out of about fifty boys for spring football. The program is in charge of one coach with the assistance of three or four senior lettermen and the football manager for the coming fall. Two weeks are spent in teaching individual technique with about three nights each week devoted to theory and strategy. The third week is spent with the tournament in the first hour and one-half of a two hour period. The last half hour is given over to experiment and teaching of plays. On Saturday a regulation game is played between two chosen teams. The tournament in general covers nearly everything taught during the first two weeks and medals are given to the individuals making the greatest number of points.

The first consideration of points is the matter of attendance. To every individual who is on time at any practice session or a classroom meeting, fifty points are given. This establishes a worthwhile habit and enables the instructor to carry out his program as planned.

Points are given according to distance which a ball is passed and punted. In each case one point is scored for each yard. The kicks and passes are made from behind a line similar to that used in the javelin throw. Three trials are allowed and the best one is measured.

A light frame three feet square is pro-

vided to test accuracy in passing. When used for the pass from the center, this frame is fastened on two stakes about two feet from the ground and when used for backfield passes it is fastened about four feet above the ground. The center places himself about eight yards from the frame and is given ten points each time he is able to spiral the ball through in ten trials. The forward passer has ten trials at twenty yards with the standing pass and the same number at ten yards with the



Olan G. Ruble
Forest City High School
Forest City, Iowa

running pass for which he receives ten points for each successful throw. The pass by the center is not considered good if it touches the frame.

Drop-kicking and place-kicking are scored with the goal posts. Each individual is allowed ten trials from any desired point back of the goal line and his score is boosted ten points for each legal kick that he makes.

The same system is used to test accuracy in punting, except that three positions from which to punt are designated, and the goal is scored when not missed more than two or three feet. The designated points are about thirty yards from the goal, one in the center of the field and one at each side.

A number of events of paramount importance cannot be rated on a purely objective scale. These include fundamental

blocks, tackling, defensive tactics, charging, coming out of the line, running with the ball, pivoting, side-stepping, stiff-arming, falling on the ball, catching punts, catching and defending against passes. Each person is rated on each event after an observed demonstration into one of three divisions: (1) if the participant shows that he has very little or no knowledge of how to demonstrate the event he is given no points; (2) if he demonstrates a knowledge of the fundamentals but cannot apply himself effectively, he is awarded five points; (3) if he can apply well the principles taught, he is given ten points.

Another important item to consider in the tournament is the material given in the classroom. I believe a good plan is to give out a mimeograph copy of 100 questions and allow points relative to the number of correct answers.

Below is a summary of the events with maximum points and a general schedule plan for the complete tournament.

Attendance 800

MONDAY

Nine fundamental blocks 90
Side tackling 10
Straight on tackling 10
Double co-ordination 10
Defensive line charging 10
Offensive line charging 10
Coming out of the line 10

TUESDAY

Running with the ball 10
Pivoting 10
Side-stepping 10
Stiff-arming 10
Falling on the ball 10
Catching passes 10
Catching punts 10
Defending against passes 10

TUESDAY NIGHT

Test on strategy 100

WEDNESDAY

Center passing 100
Running pass for accuracy 100
Standing pass for accuracy 100

THURSDAY

Punt for distance 50
Pass for distance 35

FRIDAY

Drop-kicking 100
Place-kicking 100

Total Maximum Points 1,715

It is felt that the above scheme of scoring does not place too great stress upon purely physical ability, and that it does not greatly handicap the individual of smaller size.

A Student's Survey of the Football Situation

WHOLE-HEARTED support of football and its athletic background at Yale was evidenced in the final tabulation of the *News* Football Questionnaire recently submitted to members of Yale College, Sheffield Scientific School, and the Freshman Class. The total number of questionnaires received was 1429, or 57 per cent of the entire student body. The poll, which included thirty questions, was divided into four main groups: I. General questions on athletics and football; II. Questions on intercollegiate and university football; III. Questions relating to football under the College Plan; IV. Miscellaneous questions.

Eighty-four per cent of those voting opposed elimination of university football, while a large margin of the voters believed Yale football spirit to be a real thing and worth perpetuating. An overwhelming margin believed athletics constitute an essential part of a good educational program, and nearly as great a majority proclaimed present Yale football as wholesome. The consensus denied that the undergraduates exaggerate the importance of the individual players on the campus.

Nearly 80 per cent favored an eight-game schedule over a five- or two-game schedule. A substantial majority wished to eliminate all set-up or rest games. Ninety-one per cent favored the reservation of the best seats for undergraduates, while the vote was even as to whether they should be charged admission.

In answer to the first question, which was about football experience, 80 per cent answered that they had played the game, 6.2 per cent reported that they had played university football at Yale, 18.5 per cent said that they had played scrub football at Yale, 73.5 per cent had played at prep school and 56 per cent had played on other teams.

Athletics a Part of Education

ON the question about participation in any other form of athletics, 89.5 per cent of the 1411 who cast ballots on this subject answered affirmatively. Ninety-five per cent of 1405 voters believed that athletics constitute an essential part of a good educational program, and 88.5 per cent of 1377 undergraduates were of the opinion that football carries out the functions of athletics as part of the educational program. The elimination of afternoon classes for the furtherance of all types of sport was carried negatively with a vote of 752 noes against 571 ayes. The question of whether football is worth the apparent risks involved was answered affirmatively by 1058 and negatively by 293, or an affirmative percentage of 78.2.

In the question involving character development in the players, the results were



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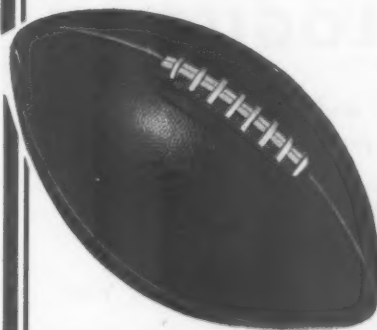
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May 24, 1932

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With my most sincere regards, I am

Sincerely yours

Harry G. Kipke
Harry G. Kipke
Football Coach

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ment of further partic-
ulars next month.**

**Plan to attend both the
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Century of Progress!**

as follows: courage, 86.3 per cent of 1373 balloted affirmatively; physical health, 83.4 per cent of 1378 answered yes; amiability, 53.4 per cent of 1325 noted this quality in the players. Determination was believed an important quality by 84 per cent of 1404. Seventy-six per cent of 1349 believed mental alacrity a trait of the players. Unselfishness was not considered a characteristic developed in the game, 52.2 per cent voting negatively. Spirituality was also carried negatively by 76.1 per cent. Sixty-one per cent of 1340 declared leadership was inherent in football players, and 54.5 per cent were of the opinion that an understanding of people is developed.

Football Not Overemphasized

THE overwhelming percentage of 95.2 per cent answered that they liked the game as spectators, while 66.9 per cent enjoyed it as participants. Fifty-nine per cent of 1350 voters stated that they thought present Yale football is not overemphasized by press and radio. Sixty-two per cent agreed that it is not overemphasized by the fans, 73.4 per cent that it is not overemphasized by the coaches, 79.4 per cent that it is not the case among the players, and 82.3 per cent thought that overemphasis is not prevalent among the undergraduates. The wholesomeness of the game was attested by 84.9 per cent affirmative answers. Seventy-eight per cent denied any underemphasis of the game.

In contrast to the feeling at Yale, the vote concerning overemphasis in other colleges was decidedly affirmative, it being carried by 79 per cent of 1381 ballots.

To the question regarding the length of the schedule of the university team, 79.5 per cent favored the eight-game schedule, 35 per cent wanted a five-game schedule, and only 15.2 per cent voted for two games a season. It was agreed that Yale should have the same conditions as her opponents in the following respects: dates of beginning fall practice, scouting, limited coaching budget and scholastic eligibility requirements. These four aspects were carried by the following percentages: 85.3, 82.8, 68.5 and 85.5, respectively. Scholarship benefit aid was decided negatively by the slim margin of one per cent.

Scouting Believed Unnecessary

SIXTY-FIVE per cent declared themselves opposed to scouting. With regard to the starting time of fall practice, 65.2 per cent voted against September 1, 77 per cent voted negatively on October 1, and 70.4 per cent favored September 15. On the problem of spring practice, 82.5 per cent decided for voluntary spring sessions, while 92.6 per cent and 94.5 per cent voted against compulsory spring practice and intercollegiate spring games, respectively.

Set-up or rest games were denied by

THE ATHLETIC JOURNAL

60.4 per cent, while 75.6 per cent voted against post season games. Charity games were conceded by 63.2 per cent of those voting. Games with colleges more than 500 miles away were favored by the slight margin of 14 per cent. A rotating schedule with Harvard and Princeton, and the question of always ending the season with Harvard were both favored by a slight margin. (This is apparently due to a discrepancy in the numbers voting on each question.) The continuance of the university 150-pound team was voted affirmatively by 87.2 per cent. Amateur or no coaching was in disfavor by a large majority, while paid coaching was supported by 85.5 per cent.

That the present university football program would be detrimental to intramural football was affirmed by 74.5 per cent, and 72 per cent expressed a desire for a combination of intramural and university football. Continuation of university football, but classified according to weights, was turned down by 82.3 per cent.

AS usual, last autumn a number of magazine writers voiced their own none too sympathetic opinions regarding intercollegiate athletics. They also ventured their guesses as to what student opinion concerning athletics is or ought to be. While these writers were recording assumptions based upon theory or upon limited personal observation, the Yale News was performing a very constructive and practical service to the collegiate world—conducting a survey among an entire student body. The result of this survey, which reveals the attitude of the Yale students themselves toward the athletic situation, is recorded in the Yale News of December 13, 1932. THE ATHLETIC JOURNAL is indebted to the News for the above summary of the survey.

What Can Coaches Do to Make Track Meets More Interesting?

(Continued from page 10)

larizing track and field. If we do not and if this depression continues, we are going to have to cut down our track and field activities, because somebody has to put up the money and this is a sport that ought to be self-supporting. It is one of the finest sports that we have. There is no college sport in which the boys themselves enjoy practicing and participating more than they do in track, and we know that the educational values of competition in track are not secondary to any of those of our other athletic events.

I believe that about the biggest job that the track coaches of America have before them is figuring out some way to make their own sport more nearly self-supporting than it has been.

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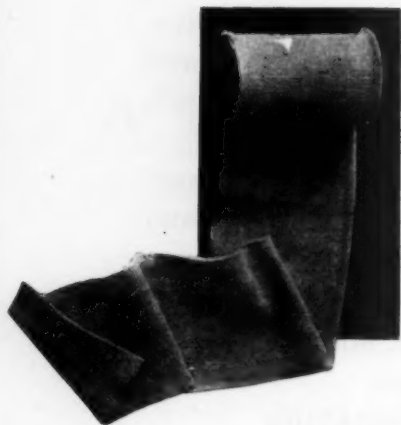
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Physical Education Meeting at Louisville

IN less than a month all eyes in the
physical education world will be cen-
tered on Louisville, Kentucky, where the
thirty-eighth annual American Physical
Education Association Convention will be
held. The program as listed below gives
an outline of the most interesting features.

Tuesday, April 25

1:30 P. M.—Women's Division N. A.
A. F. Prof. Mabel Lee, University of
Nebraska

4:30 P. M.—Celebration in honor of
Tenth Anniversary of the Women's Di-
vision.

8:00 P. M.—Reception. Address—Dr.
Frank L. McVey, President, University of
Kentucky.

Wednesday, April 26

Morning—Visits to schools and places of
interest.

Afternoon—Society of State Directors of
Health and Physical Education—12:30-
4:30 P. M. Chairman—W. G. Moorhead.

1. Research Section—2:00-4:30 P. M.
Chairman—Prof. E. C. Howe.

2. Women's Athletic Section—2:30-4:00
P. M. Chairman—Prof. G. B. Daviess.

3. Dance Section—3:00-5:00 P. M.
Chairman—Prof. H. N. Smith.

4. General Session—8:00 P. M. Presid-
ing—Dr. Jesse Feiring Williams, President
of The American Physical Education As-
sociation.

Thursday, April 27

Morning—The President's Breakfast—
7:30-9:00 A. M. Women's Division N. A.
A. F. Breakfast—7:30-9:00 A. M.

1. Teacher Training Section—9:15-
10:30 A. M. Chairman—Prof. Harry A.
Scott.

2. Therapeutic Section—9:15-10:30
A. M. Chairman—Dr. G. Deaver.

3. Public School Section—9:15-10:30
A. M. Chairman—Miss Jessie R. Garri-
son.

4. Research Section—9:00-10:30 A. M.
Chairman—Mr. V. C. Hernlund.

5. Dance Section—9:15-10:30. Chair-
man—Prof. Helen N. Smith.

6. Physical Education for College Men
Section—9:15-10:30 A. M.

Afternoon:

1. Men's Athletic Section—2:00-4:00
P. M. Chairman—Mr. T. H. Hines.

2. Recreation Section—2:00-4:30 P. M.
Chairman—Dr. Raymond A. Kent.

3. Women's Athletic Section—2:00-5:00
P. M.

4. Camping Section—2:00-4:00 P. M.

5. Health Education Section—3:00-5:00
P. M. Chairman—Miss Fannie B. Shaw.

6. Women's Athletic Section—5:00-6:00
P. M. Chairman—Prof. Helen C. Smith.

7. Southern District Meeting—5:00-
6:00 P. M. Presiding—Dr. D. K. Brace.

Banquet and Dance—7:00 P. M.-1:00

A. M. Presiding—Dr. Jesse Feiring Wil-
liams. Toastmistress—Prof. Mary Chan-
ning Cole.

Friday, April 28

Morning—American Academy of Physi-
cal Education Breakfast—7:30-9:00 A. M.

General Session—9:00-11:00 A. M. Pre-
siding—Mr. Strong Hinman.

1. Physical Education for College Men
Section—11:00 A. M.-12:15 P. M. Chair-
man—Dr. E. S. Elliot.

2. Women's Athletic Section—11:00 A.
M.-12:30 P. M. Chairman—Miss Caro
Lane.

3. Therapeutic Section—11:00 A. M.-
12:30 P. M.

4. Camping Section—11:00 A. M.-12:30
P. M. Chairman—Dr. L. B. Sharp.

5. Y. M. C. A. Section. Chairman—
Dr. John Brown, Jr.

6. Administrative Directors Section—
11:00 A. M.-12:30 P. M. Chairman—Dr.
Harry B. Burns.

Afternoon—Convention Luncheon—
12:45-2:25 P. M. Presiding—Prof. Paul
R. Washke.

1. Public School Section—2:30-4:00
P. M. Chairman—Mr. Julius Kuhnert.

2. Research Section—2:30-3:30 P. M.
Chairman—Dr. Helen D. Denniston.

3. Women's Athletic Section—2:30-4:00
P. M. Chairman—Prof. Grace B. Daviess.

4. Therapeutic Section—3:00-5:00
P. M. Chairman—Miss Marian William-
son.

Saturday, April 29

1. Student Meeting—9:00-10:30 A. M.
Chairman—Emil Rath.

2. Women's Athletic Section—10:00-
11:00 A. M. Mr. Michael Peppe.

3. Therapeutic Section—10:30-11:00
A. M. Chairman—Miss Josephine L.
Rathbone.

4. Panel Discussion—11:00 A. M.-12:30
P. M. Presiding—Dr. Jesse Feiring Wil-
liams.

Racing at Churchill Downs—2:00
P. M.

Physical Medicine Applied to Athletic Injuries

(Continued from page 18)

must be taken in applying the tape that
it does not bind the Achilles tendon or
prevent the action of the calf muscles.

Dr. Benson states that taping is abso-
lutely necessary when the athlete again
starts training.

Prognosis. How soon can an athlete re-
turn to training? This question cannot
be answered definitely; it depends on the
severity of the injury and the treatment
given. The usual time allowed for rest
and treatment is about a week.

Football Rules and Ethics

(Continued from page 13)

depleted treasuries and when dissatisfied cries arise from those primarily interested in the university's prowess on the football field. A casual résumé of the last decade will show that more good coaches of fine ideals have been forced from their positions because of a poor season or two in those sections and conferences where so-called faculty coaching prevails than in the East and particularly New England where the majority of football coaches are on a seasonal basis.

These facts are not presented with the view of decrying the idealistic set-up of a faculty position for the football coach but to point out that it is the man himself, the way he conducts his affairs and the sanity of the college administrators by whom he is engaged which determine the stability of a coach's position and not whether he is engaged for three months or nine out of the year. Whatever the organization set-up might be in the section or university where we are located, our stability will be largely determined by our ability to adjust ourselves to the situation at hand and it is within the power of each individual to do this, if he has the inherent qualifications which are necessary in any case. If his tenure of office is dependent entirely on the winning of games from year to year he faces the inevitable which is failure. The seasonal coach differs not at all from special lecturers and teachers who are a part of every educational institution for shorter periods than the academic year, although every coach should strive to live in the community where he is engaged if he is to properly carry on his work and establish himself firmly. It is the opinion of the speaker that football coaching is highly specialized, extremely competitive and is a vocation in which few are really successful and for these reasons alone the law of supply and demand should regulate its salary just as it does those of English instructors or mathematics professors. There are few cases where we are paid more than we are worth to the colleges that employ us.

This committee feels that regardless of the set-up in which a coach finds himself the control of all athletics should be primarily in the faculty. Our position can have no permanency if we are responsible to any group outside. Our game, because of its nature, tradition and ideals, is so closely allied with the academic side that we should strive to keep the two as close together as possible.

It has been said in previous reports of this committee that under existing conditions the only way a coach can really stabilize his position is to turn out winners consistently. This is no doubt true to a large extent, but there are few coaches

who have carried on for a long period of years by this means alone in reputable institutions. It is absolutely essential that regardless of his ability to win, a coach must at the same time gain the confidence and trust of the administration, faculty, student body and the members of his squad, not by any superficial play for popularity, but by his every day handling of his responsibilities and his manner of dealing with those with whom he is associated. He should realize that he is a part of an institution whose primary purpose is that of education and all of his activities and contacts with both faculty and undergraduates should be with this in mind, not that the educational end is just a necessary nuisance in his development of a winning team. Coaches who have taken this latter attitude have never lasted long nor have they been a credit to the profession.

Further than this, and probably the most important, if the coaching profession is to be stabilized to the degree which we hope for, we must handle the young men who are entrusted to us in such a way that they will go out as alumni, feeling that they gained something from their contact with us; that they learned the value and satisfaction which can come from success gained by application, sacrifice, hard work and attention to details while they were at the same time enjoying a highly competitive contact game. If the player himself gains this satisfaction it reflects to the credit of the game and in turn to the coaching profession and causes responsible authorities who are not altogether interested in winning to feel that the coach can give something definite and worthwhile to the youth of our educational institutions.

We as coaches should do everything possible to stop proselyting and should not foster even in an indirect way any artificial stimulation of so-called football material toward our colleges. This alone brings more discredit on our profession than any other one thing. We should endeavor in every way possible to trust each other and stop the frequent alibis, innuendoes and aspersions that so easily creep from the lips of the loser, for only in mutual trust and fine examples of sportsmanship can we exalt our calling to the point where we want it.

In conclusion let me suggest that we all try to stabilize our profession first of all by winning as many games as we honorably can, by our ability to be gracious in victory and to keep our chins up in defeat, by loyal co-operation with those to whom we are responsible and by handling every boy who comes under us as we would want our own handled. If we can do all this we can make football coaching as stable as is reasonable to expect.

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THE ATHLETIC JOURNAL



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Athletes foot has, in the last few years, reached epidemic proportions. Infection and reinfection through the medium of shoes and socks is very common. It is important, therefore, to visibly and unmistakably mark each player's shoes to insure against promiscuous issuance of shoes and consequent spread of this infection.

Read what Dr. G. G. Deaver and other authorities on athletes foot have to say:

"The fungi grow readily on silk, cotton, woolen and leather footwear."

"Dried and 'dead' organisms easily renew their activity as the spores (seeds) are always present. Drying is not lethal and it is almost impossible to destroy this organism except by sterilizing methods."

"The prevention of reinfection is more difficult, however, for it is almost impossible to disinfect shoes and therefore they constitute the most common cause of reinfection. Socks, gym clothes, etc., may be sterilized by boiling. Boiling will kill both the organism and the spore."

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